DOCUMENT RESUME

ED 065 490 24 SP 005 817

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TITLE	Developing a Competency-Based Elementary Teacher Education Program at Norfolk State College Based on the Implications-Study of the Comprehensive Elementary Teacher Education Models. Final Report. Volume II.
INSTITUTION	Norfolk State Coll., Va.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-9-8042
PUB DATE	72
GRANT	OEG-0-9-568042-4319(010)
NOTE	149p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavioral Objectives; *Instructional Materials; *Instructional Programs; *Learning; Learning Processes; *Performance Based Teacher Education; *Teacher Education
IDENTIFIERS	Norfolk State College

ABSTRACT

This document presents instructional modules of the competency-based elementary teacher education program at Norfolk State College. A three-fold criterion formed the basis of the instructional module: 1) knowledge of criteria, which are employed to assess only the first level of learning; 2) performance criteria, which are used to assess the student's ability to use his knowledge; and 3) product criteria, which are brought to bear in judging a teacher trainee's ability. The instructional modules (IMs) are learning tasks based on a single-concept behaviorally stated objective. Each IM-Cluster contains tentative procedural elements: objectives, rationale, prerequisites, pre-assessment, learning tasks and activities, resources, and post-assessment. IM-Clusters presented include a) an introductory overview of reading, b) reading readiness, c) teaching comprehension, d) organizing for meeting individual differences in reading, and e) reading difficulties and their treatment. Evaluative and related material are included. (MJM)

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Final Report

Project No. ~~9-8308~~ 98042
Contract No. ~~OEG-0-9-118038-4318-(010)~~
0-9-568042-4319(010)

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A Project On

Developing A Competency-Based Elementary Teacher Education Program At Norfolk State College Based On The Implications-Study of the Comprehensive Elementary Teacher Education Models

VoL. II

M. Sharif Hafiz, Project Director

This Project was undertaken under a Research and
Development Grant from Bureau of Research
U. S. Office of Education, H. E. W.
Washington, D. C.

Spring 1972

SP005817

SAMPLE INSTRUCTIONAL MODULES

2

Instructional Module

on

Competency Based Teacher Education

I. Introduction:

There is growing trend in teacher education toward developing and implementing competency based, field-centered programs for preparing teachers. By competency-based programs we mean a teacher education curricula in which learnings expected of teacher trainees are stated in behaviorally defined objectives and competencies. These competencies are defined as all of those learnings which include knowledges, understandings, skills, attitudes and behaviors which would enable them to successfully guide children's learning.

Not only are these competencies made explicit and public but also made clear are the learning tasks and activities as well as the resources, and materials which teacher trainees may utilize to attain these specified competencies. In addition, the criteria against which the attainment of these competencies are to be judged are made explicit and public as well.

Thus, in CBTE, teacher trainees know in advance what the learning objectives are; they also know clearly how to prepare themselves to meet these objectives. Therefore they are hold responsible for demonstrating that they have accomplished the desired learnings expected of them, though teacher educators are available for guiding students in accomplishing the learning objectives.

One of the consequences of the competency based approach is that, there is no more ambiguity and vagueness of content which is so characteristic of the traditional courses, nor there is any need to short guess instructors on the methods of teaching or evaluation (tests, exams). Since the learning objectives are stated in teaching competencies, and the criteria to assess the achievement of these competencies are explicitly described, it is easier for the teachers trainees as well as the instructors to determine which competencies an individual learner already possesses and does not need to go through all of the learning objectives. Therefore, a greater degree of individualization and self-pacing of learning becomes possible. This flexibility is afforded by the fact that achievement and mastery are the real goal which is held constant, no matter how long a student may take to attain the mastery of a particular competency or a set of competencies. The time element becomes, then, only a matter of secondary consideration, even though students are encouraged to move as fast as they are capable of doing so in view of their potential rate of learning. This is quite contrary to the traditional approaches in which time element is held constant such as a period of a semester or so, and the achievement varies from student to student in terms of their ability to perform within this period, regardless of their mastery level.

In addition, heaviest emphasis is placed, in CBTE, on exit requirements: a student may not graduate from a course component or the entire program until he has attained the learning objectives. Therefore, the entrance requirements for a course component or even the teacher education unlike the traditional program, become of less importance in the competency based approach to teacher education; this evidently opens the door of teacher education to individuals who might otherwise be excluded because of the rigid entrance requirements. It also ensures that teacher trainees have attained the needed competencies before they may graduate from a course component or the program.

Traditionally, teacher training curricula have been confined for the most part to the assessment of learning at knowledge level. Since the successful, effective teaching requires mastery of competencies beyond the knowledge level learnings, competency based instructional programs and practices emphasize that the attainment of competencies be assessed against a three-fold criteria such as follows:

1. knowledge criteria which are employed to assess only the first level of learnings to gauge a student's cognitive understandings;

2. performance criteria which are used to assess a student's ability to use his knowledge in being able to demonstrate the performance of specific teaching skills and behaviors; and

3. Product criteria which are brought to bear in judging a teacher trainee's ability to bring about learnings on the part of pupils he may teach.

In the competency based approaches to teacher training, therefore, heaviest emphasis is placed upon the second and third levels of the performanced criteria mentioned above.

II. The Instructional Module:

This instructional module (a guidence package of materials for self-directed learning) is designed to introduce elementary teacher trainees at Norfolk State College to the concept of competency-based teacher education. Since this College's staff, has undertaken to transform the current programs and practices into the ones which are characteristic of competency based approaches to teacher education, it is necessary that teacher trainees become thoroughly familiar with the concepts and the mechanics of its operation. This instructional module is therefore intended to serve as a guidance tool by the use of which teacher trainees will gain the desired understanding which is necessary for their successful functioning in the new program.

III. Objective:

At the completion of this instructional module (IM), learners should be able to demonstrate an understanding of the concepts of competency based teacher education by status at least three of its salient features which distinguish this approach from the traditional practices; they will also state in small groups of peers three ways in which according to their perception competency based teacher education may or may not be more beneficial to them as teacher trainees in the program.

IV. Pre-requisite:

None

V. Pre-Assessment

Same as Post-Assessment

VI. Learning Tasks: In order to achieve the Learning objective stated above for this IM, Learners are advised to pursue any or all of the following Learning tasks as necessary:

1. Read the references listed below
2. Attend class seminar and small group discussion sessions
3. View slide tape-presentation on competency based Teacher Education (available in Learning Center)
4. Read supportive materials on the organizational structure and operational procedures suggested for the proposed new Norfolk Elementary Teacher Education Program(NETEP) Model; find answers to questions that you may have concerning the role of students as well as instructors in the compentency based approach to teacher education.
5. Complete IM's given in the first Cluster of a particular course component you have enrolled in. Based on this experience and improvements which you would like to suggest in the objectives for this IM-Cluster, and any other elements of the IM's included in the cluster,.
6. Select a learning objective within a content area in the elementary curriculum, utilizing the competency based appraach to teaching, construct an instructional module or a series of Modules on related objectives and teach lesson(s) utilizing these materials in a simulated or micro-teaching situation.

VII. Resources: Books:

-Masla and others: Competency Based Teacher Education

- Eric/Aacte: A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers

- Weber and others: Slide-tape Presentation on competency-based Teacher Education

-Hafiz: A Student's Guide to Completing Instructional Mudules in the Competency Based Elementary Teacher Education Program at Norfolk State College.

-other self-selections by students of periodical literature from the library.

VIII. Post-Assessment:

1. Self-evaluation by student and verified by instructor of successful completion of the performance tasks listed in the IM.

IX. Remediation:

Those students who fail to successfully meet the objective of the IM, will analyze in conference with the instructor their deficiencies, and plan remedial learning tasks and/or recycle themselves through the learning tasks listed in /VI above.

A STUDENT'S GUIDE TO COMPLETING INSTRUCTIONAL MODULES IN THE COMPETENCY BASED ELEMENTARY TEACHER EDUCATION PROGRAM AT NORFOLK STATE COLLEGE

A Student's Guide To Completing Instructional Modules In The Competency Based Elementary Teacher Education Program

Introduction

I. Competency-Based Program:

Norfolk State College is engaged in a long - term developmental effort focused on building and operating a competency-based elementary teacher education program. Briefly defined, a competency-based program is one in which (a) the total program is designed as a system, complete with its subsystems and components; (b) learnings in each component are stated in terms of behavioral objectives and teacher competencies; (c) the learning tasks and activities, as well as materials and resources necessary to achieve the objectives and teacher competences are specified; and (d) the techniques and instruments of assessment to be used to determine if reuse learning objectives have been met are also described.

II. The Rationale:

The rationale behind the competency-based program is that it provides:

1. Clarity and specificity of the learnings expected of teacher trainees. If there are learning objectives which every participant must master, these are made clear. If there are certain learnings which are optional, these are also made explicit, and so are the learning experiences and measures of evaluation.

2. Increased emphasis on mastery as a criterion for achievement rather than the time element during which one must master the learning competencies.

3. Greater flexibility in terms of time and modes of learning suitable for each individual's style and rate of progress, thus affording individualization and self-pacing in meeting learning objectives.

4. Increased self-directed learning because of the details and specificity with which the learning objectives are spelled out.

5. Continued evaluation, revision and improvement of the program and program elements in terms of relevancy to student needs.

III. Organization of the Norfolk State College Program:

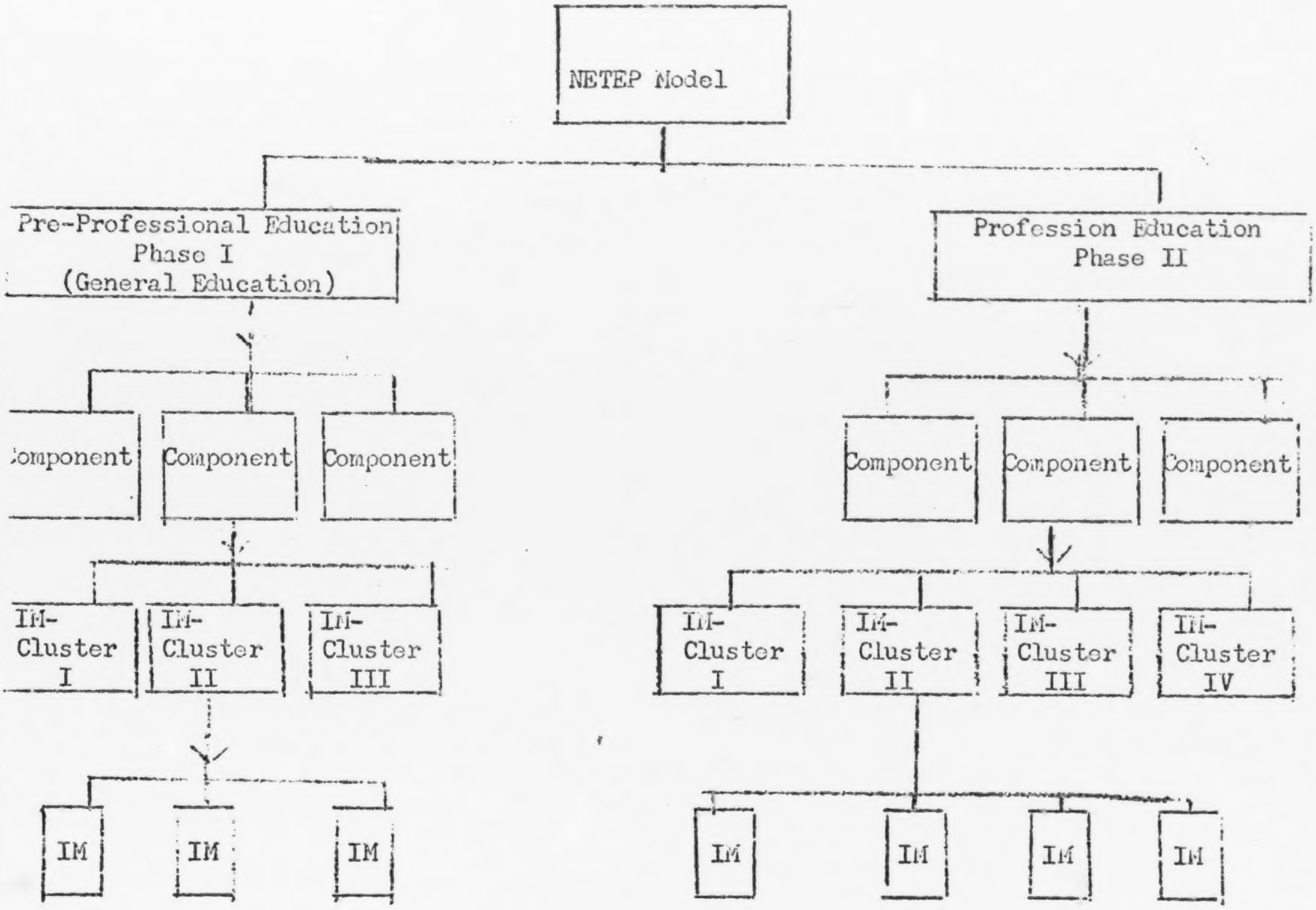
The proposed program to be known as Norfolk Elementary Teacher Education Program (NETEP) Model is organized into two phases: (1) general education (pre-professional phase) which is roughly equivalent to the first two years of a learner's college education, and (2) professional education which covers nearly the third and fourth college years. These phases are divided into components which are roughly equal to courses in the conventional sense. The content in these components is based on specifically stated objectives and competencies which include(behaviors, understanding and knowledges, skills, and attitudes) which are considered to be necessary part of the preparatory program for prospective elementary teachers.

To facilitate the teaching-learning processes, the learning tasks are organized in Instructional Modules (IMs) which are based on a single-concept behaviorally stated objective. The term IM is therefore applied to instructional module which is an instrument of organizing and facilitating the achievement of learning objectives. Several of these IMs in a given component, which are based on related objectives, are grouped into IM-Clusters to provide opportunities for integrated and more meaningful learning of a series of related objectives; therefore IM-Cluster may be regarded as equivalent of a unit of learning within a traditional course structure.

In view of the local needs and available resources, the initial effort on building instructional modules is limited to the second phase (professional) of the proposed program. When this phase become fully operational as a competency-based program, the scope of such developmental efforts will be broadened to include the preprofessional, general education phase as well.

Table 1

Modular Curriculum Organization Of the Competency-Based for Norfolk Elementary Teacher Education Program (NETEP) Model


NETEP Model
Pre-Professional Education Phase I (General Education)
Profession Education Phase II
Component
Component
Component
Component
Component
Component
IM-Cluster I
IM-Cluster II
IM-Cluster III
IM-Cluster I
IM-Cluster II
IM-Cluster III
IM-Cluster IV
IM
IM
IM
IM
IM
IM
IM

Symbols: IM: Instructional Module Based On A Single Objective

IM-Cluster: Represents a cluster of several related IMs based on related objectives

Component: A large body of knowledge subdivided into several major clusters (units) which is roughly equivalent of a traditional course.

118

Each IM in a given IM-Cluster contains some of the following elements:

(1) objective(s);

(2) rationale (for the learning task);

(3) prerequisites (for undertaking the IM);

(4) pre-assessment (measures and procedures for determining if the learner already possesses the desired learning);

(5) learning tasks and activities (which may serve as mediating conditions to bring about the desired learning);

(6) resources (materials, books, articles, workbook, A-V materials etc.); and

(7) post-assessment (instruments and techniques to determine whether the desired competency has been developed and the learning objective achieved.

The steps listed above are suggested only as tentative procedural elements are to be used as facilitating factors rather than an absolute hierarchy of procedures.

It must be pointed out, however, that a competency-based, modular curriculum organization does not necessarily mean that the program is good or better than the traditional courses. It does mean, though, that it is easier to tell as to what is to be learned and how.

III. Directions for Completing the Instructional Models:

To achieve the mastery of the competencies listed in an IM or IM-Cluster, the trainees are advised to pursue the procedures outlined below:

(1) Study the IM's carefully and ask the instructor for answers and explanations concerning any questions which you may have.

(2) Be certain that you have satisfied the pre-requisites for each IM; this step is intended to help you complete the IM rather easily and more successfully.

(3) Take the pre-test (preassessment) as specified by asking the instructor; this would assist you in two ways: to determine if you already possess the desired competency, and to serve as a diagnostic measure to determine which elements of the desired competency you have already mastered and on which ones you need to work some more.

(4) If the IM objective and/or other elements such as instructional activities do not correspond with your particular need(s), you may want to negotiate with the instructor the learning objective with a view to construct a "custom-made" IM for yourself. In such case, you must seek the approval of the instructor in charge of a particular course component or cluster as the case may be.

(5) Once you have satisfied yourself that you have mastered the specified competencies which are a part of an IM-cluster, and have completed all of the necessary performance tasks listed in each IM, you may approach the instructor for post-assessment test for the entire cluster. The measures of evaluation for most IM-clusters may consist of an overall paper-pencil test on knowledge-based learning, and/or the evidence of satisfactory completion of the performance tasks listed as parts of each IM in the cluster.

A student's work in IM-cluster must meet minimum performance requirements which is not less than C (average) quality; work of above-average to superior quality will be graded as B or A to conform with the traditional grading and credit recording system at this college. No grade below a C is given, as a student must meet minimum performance criteria for the entire cluster you may receive an incomplete (I) and take additional time beyond the semester, or withdraw from this course component with a grade of W. The final grade for the entire course component will be composite of the grades received for each of the grades received for each of the IM-clusters (units) which may be included in the component.

(6) You are encouraged to consult additional resources other than those specified in each module; resources listed in each IM are those which are available at the College campus: Library, Instructional Resource Center (Room 108-N. Ed. Building), College A-V Center, T-V Studios, Audio Labs., and Reading and other Labs. You are encouraged to go beyond these facilities. This is yet another way of your showing the enthusiasm, iniative, resourcefulness and problem solving abilities which are essential attributes of a successful teacher.

(7) To further personalize the learning tasks and levels of mastery, an instrument of Quest Module (QM) is provided. Briefly stated, a QM is essentially a blank learning module, to be designed by teacher trainees as a plan for special interest to them. The QM can allow greater creative exploration, in-depth study self-directed learning and/or enrichment for one's professional development in a special interest area or leading a trainee to a higher level of mastery in given learning task(s). The Q.M. plan is designed to increase the application of the individualization and personalization feature of the program, as well as to permit students to reach higher levels of achievement of mastery of competencies.

Q.M.'s thus developed may reflect the IM framework (e.g. stating competencies, learning activities, materials, evaluation measures, etc.) whereas a student will build the particular Q.M., college instructors (interdisciplinary teams) will be available to assist where necessary, and will decide and verify the terminal performance or post-test achievement level for the Q.M.

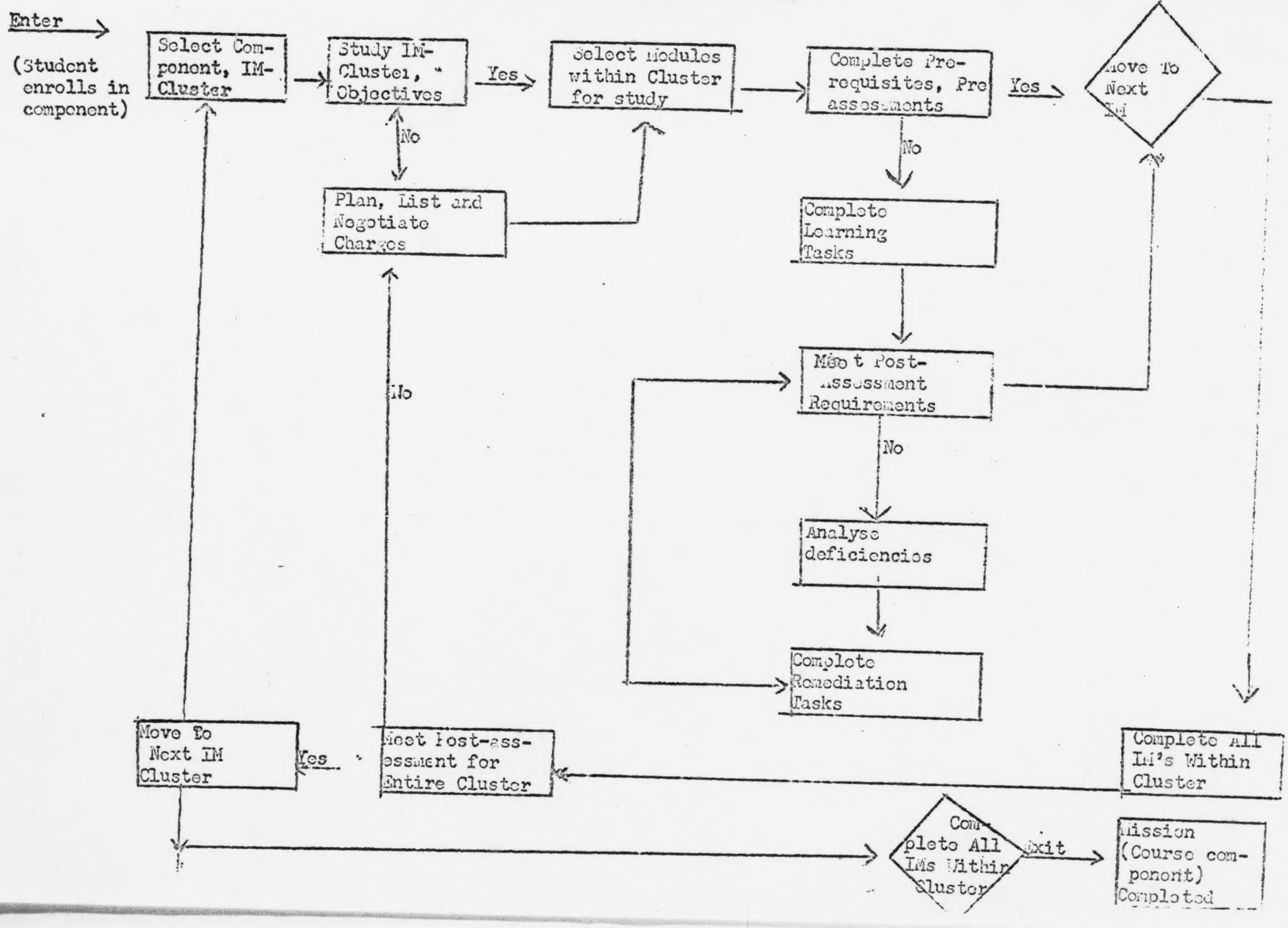
(8) The proposed prototype IM-Cluster represent only the first attempt on a long-term developmental project, and are therefore only one kind of IM as envisioned by this college's staff. It is designed to reveal the kinds of program objectives learning experience that might be included in a IM. You don't have to follow this format or the content of IM's literally. You may negotiate with the instructor

alternate plans you may wish to follow.

Ideally, each LM should form the basis of each learning task and a teacher trainee should be pre-and-post-assessed for each LM as he moves along through a component of instruction. But the realities of putting this ideal learning arrangement into practice are such that sm college such as this one does not have the staff to handle the logisti of scheduling and record keeping. To overcome this, the LM's have been grouped into LMClusters to cut down on clerical work that is so generated by this type of flexible, modular instructional approach. If and when you have completed all the LM's in a LMCluster, check with the instructor for post evaluation procedures and measures, if any, for the overall cluster.

(a) Given below is a graphic illustration of a sequence of steps/ events which you may want to pursue to master the learning objectives.

Flow-chart showing Sequence of Activities/Events in Pursuing an Instructional Module


Enter
(Student enrolls in component)
Select Component, IM-Cluster
Study IM-Cluster, Objectives
Yes
No
Select Modules within Cluster for study
Plan, List and Negotiate Charges
Complete Pre-requisites, Pre assessments
Yes
Move To Next IM
No
Complete Learning Tasks
Meet Post-Assessment Requirements
No
Analyse deficiencies
Complete Remediation Tasks
No
Move To Next IM Cluster
Yes
Meet Post-assessment for Entire Cluster
Complete All IM's Within Cluster
Complete All IMs Within Cluster
Exit
Mission (Course component) Completed

105

RDG (001.00 (NSC)

NORFOLK STATE COLLEGE, NORFOLK, VIRGINIA 23504

DEPARTMENT OF ELEMENTARY EDUCATION

Component; Reading Instruction in the Elementary School

IM-Cluster: An Introductory Overview of Reading

Developer: M. Sharif Hafiz, Professor of Education, Telephone 703-627-4371

This document is only a first draft of instructional materials to be tested and improved as a part of the long-term program development project which this College's Staff has undertaken. Suggestions for improvement are cordially invited from all sources: teacher trainees, experienced teachers, college faculties, school personnel and others concerned and interested in improving teacher education programs and practices. These materials are designed to be used by undergraduate teacher trainees who are preparing to teach in the inner-city schools with disadvantaged children.

Spring, 1972

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RDG - 001.00 (NSC)

An Introductory Overview of Reading

Rationale and major objectives:

The intent of this instructional module cluster (UM-Cluster) is to familiarize you as a teacher trainees with (a) the nature of the reading process and pervasive nature of reading in today's living, (b) the general overview of the major topics of study in reading instruction. Also included in this cluster are those learnings which are considered to be vital for you as a teacher trainee to acquire. These learnings would in turn facilitate the acquisition of conceptual understandings and performance competencies which are listed in the clusters that are to follow in this component on Reading Instruction.

RDG - 001.00 (NSC)

Pre-requisite:

None. However, it is recommended that you as a teacher trainee are unfamiliar with the competency-based approaches that utilize instructional modules and performance criteria, then as a first-step you should complete "Instructional Module on Competency Based Teacher Education" which is available from the Department of Elementary Education.

Pre-Assessment:

Same as post-assessment which includes a paper-pencil test (ask instructor) and completion of performance tasks as evidence to the fact that the objectives for this cluster have been met.

RDG - 001.00 (NSC)

Specific Objectives:

This cluster is designed to enable teacher trainees to attain certain teacher competencies (knowledges, understandings, skills, attitudes and behaviors) which are reflected in the following learning objectives:

At the completion of this module cluster, it is expected that teacher trainees should be able to:

001.01 Demonstrate an understanding, in writing and/or orally, of the nature of the reading process specifically stating with examples the sensory perceptual and cognitive skills that are involved in the act of reading and decoding process.

001.02 Describe, in writing or orally in small groups of peers, the major sharacteristics of pre-school (age 5-6) children--characteristics which have direct bearing on the reading programs and process.

001.03 Develop a list of specific sources and instruments of disseminating information on matters pertaining to reading instruction; sources which might assist trainees in locating necessary information for accomplishing the entire reading instruction component.

001.04 Identify by selicting from the Reading Lab or Instructional Resources Center (IRC) these kits of reading materials (workbooks, basal readers, machines and other mechanical devices which are used in teaching reading skills in the elementary school) and will demonstrate the use of these materials and/or equipment for teaching specific reading skills, (A list of such equipment and materials is provided).

The detailed instructional module plans on each of the above mentioned objectives follow in the subsequent pages.

RDG - 001.01 (NSC)

001.01

I. Objective: You as a teacher trainee should be able to demonstrate an understanding, in writing and/or orally, of the nature of reading process, explaining the sensory, perceptual and cognitive skills that are involved in the act of reading, as well as of the pervasive nature of reading in today's living.

II. Pre-requisite: Completion of Education 184 Applied Liguistics Component.

III. Pre-Assessment: Same as post assessment.

Learning Task: Read your text on reading instruction and/or other books on teaching reading, in order to develop a definition of the teaching-learning process in reading, also answer the following questions about the pervasive nature of reading in today's living.

1. List five reasons why reading is crucial both in the modern school and current society.

2. List your daily routines which you can and which you cannot do without being able to read.

3. How is the ability to read involved in meeting the espectations of society, such as being informed, paying taxes, etc.

4. State from the perspective of a sixth grader how the ability to read is important to him in

    social studies

    mathematics and science

    the language arts

    other various types of learnings

B. Decipher an encoded message in foreign language (charts prepared in a foreign language) to gain the necessary sensitivity and awareness as to the nature of sensory, perceptual and cognitive processes involved in the act of reading. This message has been also recorded on video tape in a foreign language by the Instructor to demonstrate as to how abstract and difficult is the task of decoding the printed symbols back into speech as in the case of reading for a beginning reader.

C. Attend a class seminar and small group discussion sessions in order to develop further insight into the nature of the processes involved in the complex act of reading;

IV. Resources: Books:

-Harris: How to Increase Reading Ability, pp. 1-16

-Heilman: Principles and Practices of Teaching Reading, pp. 1-25

-Durrell: Improving Reading Instruction, pp.1-16
Other of trainee's choice

Articles:

-Stauffer: "Reading as a Cognitive Process"
Elementary English, April, 1967

V. Post-Assessment: Check to see if you have performed the learning tasks successfully. Determine through self-evaluation whether you have successfully met the learning objective. If so, discuss it with instructor for verification.

110

RDG - 001.02 (NSC}

001.02

Objective: You, as a teacher trainee, should be able to describe in writing, or orally in a small group of peers, the characteristics of pre-school (age 5-6) children--characteristics which seem to have bearing on the reading programs and processess planned for these children.

Pre-requisite: Completion of component on Human Growth and Development.

Pre-Assessment: Same as post-assessment listed below

Learning Task: You are advised to complete some of the following tasks as necessary to achieve the objective:

A. Study the relevant portions of books on human growth and development.

B. Observe children of the target age-groups in both insode and/or outside school situations.

C. View the films listed below.

Resources: A. Library research: Specify books and other materials (and pages thereof) that you consult.

B. Film: Children's Emotions

Children Learning by Experiences

Post-Assessment: Evidence as to the attainment of objective as determined by student self evaluation and instructor verification.

Remediation: If necessary, remediation program will be planned individually with those who may be in need of.

RDG - 001.03 (NSC)

001.03

Objective: As a teacher trainee you should be able to develop a list of specific sources and instruments of disseminating professional information on matters pertaining to reading instruction; sources which might aid you as a learner in locating necessary information for completing this entire component on Reading Instruction.

Pre-requisites: Enrollment in the Reading Instruction Component.

Learning Task: Complete the following tasks intended to facilitate the attainment of this IM objective:

A. Make a list of five professional association/organizations at the local and national level which devote their efforts entirely or partially to matters pertaining to reading.

B. List five journals which are devoted entirely to reading, and/or language and language learning; write the title of magazine, the publishing address, annual subscription.

C. List five journals which frequently carry informational materials on reading; select title of one article on reading from each of the five magazines you select.

D. List full bibliographic references,(author, title, publisher, date of Publication, total pages) on ten most promising publications on Reading which you think might assist you in your work in this course component.

E. Subscribe to at least one Association/Journal devoted to reading. (optional)

Resources: - Library research

Post- Assesment: Satisfactory completion of the tasks listed above.

///

RDG - 001.03 (NSC)

WORK SHEET

Learner's Name__________

A. Professional Associations:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

B. Journals/Magazines

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

C. 1. ______________________________

Article title magazine

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

112

RDG 001.04 (NSC)

001.04

Objective: As a teacher trainee you should learn to become familiar with three kits of materials; equipment, machines or devices which are used in teaching reading skills in the elementary school; to do so you should be able to demonstrate the use of these materials and equipment in a small group of peers.

Pre-requisite: Successful completion of RDG - 001.03.

Pre-Assessment: Same as post- assessment.

Learning Task: The following learning tasks are suggested as a means to facilitate the attainement of this IM objective:

A. Visit the IRC and Reading Labs at the College or local elementary schools in your community; develop awareness of an familiarity with the types of reading materials and equipment available and their potential use by a reading teacher.

B. Select three items, and study their use, potential value for use in reading instruction in the elementary grades.

C. Determine the level and instructional purpose for which your selected items may be used.

D. Demonstrate in small groups of peers or in a micro-teaching session with children the operational use of these selected items.

E. Develop your own alternative plans, if desired, for achieving the IM Objective, and seek instructor's approval.

Resources: Also check the List of materials available in IRC. College Reading Lab, or Public Schools on your own.

Post-Assessment: Successful completion of IM tasks as determined by student self-evaluation and teacher varification

Remediation: As necessary based on individual trainee's needs.

RDG - 001.04 (NSC)

WORK SHEET

Learner's Name________________

A. Sets/Kits of materials (work books, filmstrips, tapes, transparencies, equipment):

1. ____________________________________
Title

____
Purposes for which can be used

____

2. ____________________________________

____

____

3. ____________________________________

____

____

121

RDG--002.00 (NSC)

Norfolk State College, Norfolk, Virginia 23504

Department of Elementary Education

Component: Reading Instruction in the Elementary School (RDG)

Cluster II: Reading Readiness

Developer: Dr. M. Sharif Hafiz
Professor of Education
703-627-4371

This document is only a first draft of instructional materials to be tested and improved as a part of the long-term program development project which this College's Staff has undertaken. Suggestions for improvement are cordially invited from all sources: teacher trainees, experienced teachers, college faculties, school personnel and others concerned and interested in improving teacher education programs and practices. These materials are designed to be used by undergraduate teacher trainees who are preparing to teach in the inner-city schools with disadvantaged children.

Spring, 1972

RDG--002.00 (NSC)

Component: Reading Instruction in the Elementary School (RDG)

IM-Cluster II: Reading Readiness

Major Objective and Rationale:

As reading instruction is the heart of curriculum and instruction in the elementary grades, so is a state of readiness and teachability level which beginning readers must achieve before they can embark successfully on the complex task of learning to read. It becomes, therefore, most essential that you as a teacher preparing to teach reading at elementary level, must develop certain competencies that may enable you to more effectively determine, develop and assess reading readiness abilities and skills on the part of beginning readers. The major objective of this instructional-Module Cluster therefore is to enable you to explore various concepts, issues as well as programs and practices related to reading readiness.

Pre-Requisite:

None; completion of IM-cluster I: An Introductory overview of Reading, is recommended.

Pre-Assessment:

Same as Post-Assessment

Post-Assessment:

A. Completion of performance tasks related to objectives listed in each instructional module in his cluster.

B. Satisfactory score on the paper-pencil test on the entire cluster.

Specific Objectives:

The competencies which are interpreted as those knowledges and understandings, skills and behaviors, as well as attitudes and interests which you should be able to attain as a result of completing this cluster, are reflected in the learning objectives which are listed below:

002.01 Learner should be able to demonstrate an understanding of the elements related to reading readiness by:

a. Writing a definition, with pre-schoolers in mind, of the concept of reading readiness; also will state how initial readiness for reading differs from readiness at the higher grade levels.

b. Stating, in writing and/or orally in small groups of peers, the role of various factors in developing reading readiness skills among children such as - mental ability, family background, physical handicaps, emotional stability, and language ability.

002.02 Having understood the concept of reading readiness, learner will develop a detailed list of abilities and skills of initial reading readiness; also will select at least one of these skills as a learning objective and will design a (lesson plan) in the form of instrumental modules for children and will teach these lessons in a simulated and/or micro-teaching situation, while evaluating performance with the aid of audio or video tape recorder and/or peers.

002.03 Learner will familiarize himself with the use of experience chart stories develop readiness skills; will demonstrate this familiarity by using this technique with a group of peers and/or pre-school children, stating specifically what readiness skills and abilities were emphasized in this particular teaching episode.

002.04 Given a standardized reading readiness test, and an observation check list, you should be able to:

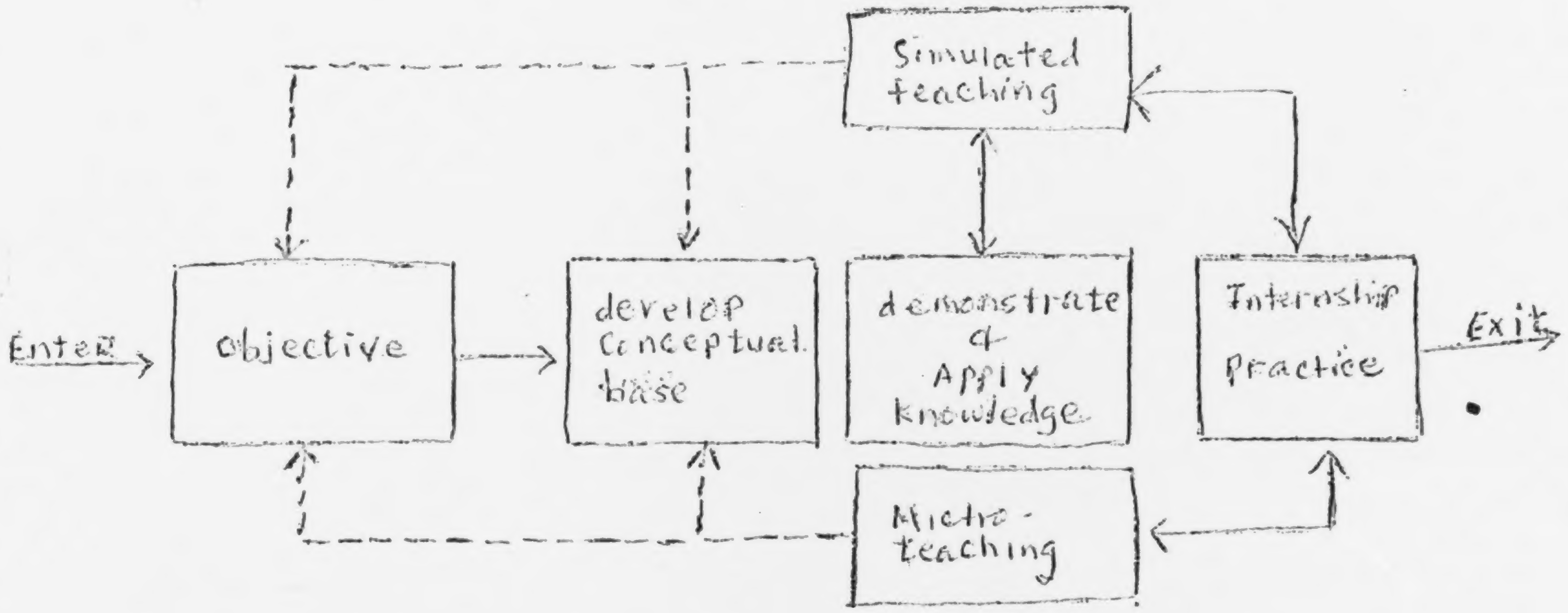
a. Administer these assessment instruments to a selected pre-school age child, and making a profile of his score.

b. Discuss the child's possible deficiency and suggest learning activities that may help him overcome his deficiencies.

002.05 Learner will be able to identify the lifestyle of disadvantaged, black minority groups, and state the effect of this life style on the initial readiness of beginning readers.

002.06 From the various sets of commercial reading readiness materials available in the IRC, learner will select one such set of materials and review these in terms of usefulness for developing readiness skills identified in RDG - 002.02.

The learning objectives and the enabling learning tasks within each IM in this cluster are so arranged as to laad learners progressively from the conceptual and theoretical base to the application and demonstration of teacher competencies in practice situation. The following is a grapic illustration of the progressive transition from knowledge-based learning to practicum.


Simulated teaching
Enter
objective
develop Conceptual base
demonstrate & Apply knowledge
Internship Practice
Exit
Micro-teaching

RDG--002.01

I. Objective: Learner should be able to demonstrate an understanding of the elements of reading readiness by:

A. Writing a definition of the concepts of reading readiness as it applies to pre-school age children; will also state how initial reading readiness differs from readiness at higher grade levels.

B. Stating, in writing and/or orally in a small group of peers, the role of such factors as, mental ability, physical handicaps, family background, social and emotional stability, and language ability.

II. Pre-requisite: None;however completion of Cluster I: RDG 001.00 recommended.

III. Pre-Assessment: Same as Post-Assessment

IV. Learning Tasks: A. Attend class seminar

B. Read references listed below

C. Participate in small group discussion session

D. View a film on"Ready for Schools"

E. Open for individual choice

V. Materials: Books titles such as:

-Spice, Reading Aids through the Grades,
-Listening Aids Through Grades, (Library), various title on teaching reading.
-Teacher's Manual's of Basal Reading Series of Various
-Companies, and other materials in Instructional Resource Center (IRC).

A-V Materials:

Transparencies, recordings, films, filmstrips, tapes(IRC).

Articles:

-Brzcinski: "Beginning Reading in Denver"
Reading Teacher, Oct. 1964

-Durken: "An Earlier Start in Reading"
Elementary School Journal, Dec. 1962

-Hillerich: "K-B are Ready: Are We?
Elementary English, May 1965

-Hillerich,R.L.: "Studies in Reading Readiness"
in Reading and Inquiry, Proceeding of

convention, IRA, pp. 47-491-1965.

-Haus: "Early Reading is Very Risky,

-Hymos: "Early Reading is Very Risky.
Grade Teacher, March, 1965

-Weintrauts, S.: "Readiness Measures for predicting Reading Achievent", the Reading Teacher 20:551-58 March, 1967.

VI. Post-Assessment: Successful completion of the learning tasks mentioned above to the satisfaction of learner and instructor; satisfactory completion being judged on the following scale of performance at number four level:

Performance Scale

0 1 2 3 4 5

127

RDG - 002.01 (NSC)

FACTORS IN READING READINESS

Since all factors in this formula are important, no listing to show relative weights is possible. A factor which may have little or no apparent effect in one child's case may be relatively important in another's. But it is possible to give a listing of factors which are usually important before readiness to begin reading has been achieved. The following outline is a summary of these factors, organized according to general areas of development.

I. INTELLECTUAL FACTORS

A. Sufficient mental capacity as shown by ability to:
   1. Use oral language well; speak in sentences; utilize a variety of words, albeit mainly concrete terms.
   2. Answer verbal questions and follow simple verbal directions.
   3. Create a simple story, either realistic or fanciful.
   4. Remember happenings of previous days or works, and change present behavior through remembering when necessary.

   5. Classify objects according to general categories.
   6. Use ideas; think independently to solve simple problems.

B. Adequate auditory and visual discrimination as shown by ability to:
   1. Recognize likeness and differences in sounds at the beginning and endings of words.
   2. Recognize likeness and differences in shape, size, position, and color; observe relatively small details in those discriminations.

C. Freedom from aphasia (loss or impairment of the ability to use language, due to brain damage).

D. Rather consistent latoral dominance (shown by consistent use of either hand).

II. PHYSICAL FACTORS

A. Normal vision as shown by:
   1. Good visual acuity, vision, adequate fusion of image, good eye-muscle control.
   2. Improving eye-hand coordination, though mainly with use of the large rather than the small muscles (the eyes are not usually ready for prolonged noas-point visual activity.
   3. Adequate color discrimination (considerable adjustment of the curriculum is necessary here for 5 per cent of the boys and less than 1 per cent of the girls who are color-blind
B. Normal hearing as shown by ability to:
   1. Hear and distinguish sounds at all normal frequency levels
   2. Attend to surroundings sounds, including language sounds
C. Adequate speech-sound production as shown by ability to:

1. Articulate the sounds in the language
2. Avoid slurring of speech or baby talk.

D. Adequate general health and vitality as shown by:
1. Freedom from lingering illnesses
2. Normal energy level (physical activity level is very high; normally a child of this age can sit still for only very short periods)
3. Good general motor control of the larger muscles
4. Consistant sleep habits; the normal requirement at this age being 11-12 hours of sleep nightly

III. EMOTIONAL FACTORS

A. Normal self-control and self-reliance as shown by:
1. Growing independence, balanced by need for adult approval
2. Tendency (compared to other ages) toward aggressiveness, competitiveness, and boastfulness

B. Initiative and ambition as shown by desire to:
1. Work at assigned tasks, but is not all-consumed by ambition
2. Achieve because of wanting to know himself, and not because of pressure from others

C. Some respect for the rights of others as shown by ability to:
1. Listen to others with good attention; react to the language and behavior of others, both children and adults.
2. Form temporary friendships (no particular sex choices)
3. Work in a group

D. Positive attitude toward learning to read as shown by:
1. Feeling that reading is an important and worthwhile skill
2. Interest in books and stories.

E. Eagerness to hear stories and to tell stories to others.

F. Ability to participate easily and well in cooperative ventures

G. Freedom from severe speech disabilities

IV. ENVIRONMENTAL FACTORS

A. Liberal background of facts and concepts as shown by:
1. Ability to express his experiences orally
2. Exposure to, and discussion of, places and people outside his immediate home and family

B. Home environment that values school in general and reading in particular as shown by:
1. Absence of pressure to learn to read everything immediately so that he will block emotionally
2. Parents who read and seem to enjoy and profit from reading

C. English-language background prior to school attendence

D. Experience with books and some practice in handling books as shown by ability to:

RDG - 002.02 (NSC)

I. Objective: Having understood the concept of reading readiness, learner will develop a detailed list of abilities and skills of initial reading readiness; also will select at least one of these skills as a learning objective and will design a learning situation (lesson plan) in the form of 'instrumental' modules for children and will teach these lessons in a simulated and/or micro-teaching situation, while evaluating performance with the aid of audio or video tape recorder and/or peers.

II. Pre-Requisite: Successful completion of RDG 002.01

III. Pre-Assessment: None

IV. Learning Tasks: The following are suggested as a means to achieve the objective listed above:

A. Attend lecture seminar and/or small group discussion

B. Read references listed below

C. Other self-selected tasks; consult instructor if desired.

V. Resources: Books:

-Carrillo, L.W. Informal Reading Readiness Experiences

-Those listed in RDG-002.01

-Other library and IRC selections of reading Texts and Basal Readers

-Teacher-made materials attached

VI. Post-Assessment: Successful achievement of the objective as #4 level of the following Scale:

0 1 2 3 4 5

VII. Remediation: As determined between individual student and instructor.

130

RDG - 002.02 (NSC)

WORK SHEET

Learner's Name____________________

Reading Readiness Skills

1.____
2.____
3.____
4____
5.____
6.____
7.____
8.____
9.____
10.____

RDG - 002.00 (NSC)

Teacher Made Materials

Instructor: Dr. Hafiz

Reading Readiness Skills and Abilities

Methods/Activities Conducive for Development

1. Desire to learn to read
    - Reading to children everyday for enjoyment and fun
    - Use books frequently to look up materials for them
    - Make available as many interesting story and picture books around the room
    - Use bulletin board, exhibits, displays book jackets of enjoyable books to attract children's interest
    - Use books and stories as the basis for many learning and fun activities: puppet shows, games, shadow roles, roll movies, role playing etc.
    - Make simple books based on children's own experiences; let them build scrap books, picture stories of their own.
    - Use reading of books as means to solve practical needs, problems, important to children
    - Add your own list of activities
2. Ability to listen attentively
    - Encourage children to select words and phrases from stories heard -- words of action, names
    - Encourage them to give their own interpretation of story events/characters
    - Give them tasks to do, games to play which require following of directions for successful accomplishment.

- Have them retell the story in own words
- Have them make stories of random and unrelated stories
- Develop your own list of additional activities

3. Develop large Vocabulary

- Make them conscious of various words that express almost similar concepts, ideas, objects, etc.
- Have them notice variety in expressions
- Read a lot of literature to them; have them interpret stories in small groups and in class
- Have them tell personal experiences
- Have children tell what they did or did not like about a story/book
- Tell and let children tell stories about pictures, news items, drawings and so forth
- Let them listen to a lot of stories, poems
- Plan activities together with children
- Hold class discussions on science, nature studies, community studies
- Encourage reporting on facts
- Note and tell "number" stories
- make lists of various school activities
- Praise when they use good descriptive words
- Display posters about events to come
- Introduce greetings, speaking activities
- Let them imagine experiences and happenings and tell
- Additional of your own choice

4. Left-to-right Progression

- Place from left to right pictures that tell a story in a sequence

- Use comic strips with little or no reading to develop concept

- Scramble pictures that tell a story in sequence, and have pupils reassemble these in the proper sequence

- Consult preprimers for more ideas to develop this skill

5. Auditory Perception

- Make children sensitive to varying sounds- high-low, sounds of animals, birds, and other objects, words that sound alike or different and have them discover parts of words that are different, similar

- Let them identify objects, events that begin with the same sound as their own names

- Use nursery rhymes to develop good listening, to improve speech, and as a beginning for choral speaking

- Have them respond to music; they walk tall when the music went high; they pretend short when music went low

- Have them sing along with records while relating hand motions to voice interpretations

- Use various patterns of clapping and having children respond to one particular pattern

- take them to listening walks where they listen to any sound they hear; let them use various descriptive words to describe different sounds; chirping of birds, humming of bees, honking of horns screeching of brakes, shouting voices, whizzing of cars, clacking typewriters, etc.

- Have children cut pictures from old magazines and paste them on 3X5 cards; they put together cards that begin with the same sound.

	- Extend this list to include more activities aimed at developing auditory perception - Expand this list to include more activities
6. Visual Perception	- Let children develop ability to tell likeness and differences among the various colors, sizes and shapes of things and objects. - Place various objects on the table covered with paper or cloth; expose these for a few seconds for children to look at and then cover these again. Ask them if they can tell accurately what they saw - Have children take a walk through the woods, market places, etc; and have them gather and/or point out things of the same sizes, shapes, colors, etc. - Have 3X5 cards on which are pasted pictures or written words so that there are two of the same kind; scramble these cards, and have children put "twins" together so that they can be happy.
7. Comprehension Ability	- Give guidance and provide practice for children to redefine and rearrange, to bring order and understanding out of disorder and disorganization - Have them interpret the main idea of a story told - Retell the story with some specific questions by the teacher to check depth of comprehension - Interpret a picture story in sequence - Finding missing details in pictures and stories - Add some more ideas to this list.
8. Knowledge of the Alphabet	- Have children learn the names and sounds of alphabet letters as parts of words they use and enjoy; words that describe things that they enjoy.

	- Use large pictures that have many objects beginning with the same sound; identify letters
	- Substitute initial consonants of words such as "Dick","Pick", and "lick"
	- Let them make their own alphabet books from cutting pictures from the old magazines
Expand on these skills	- As learners own interests and needs necessitate

RDG--002.03

I. Objectives: Having understood the concept of reading readiness, learner will develop a detailed list of abilities and skills of initial reading readiness; also will select at least one of these skills as a learning objective and will design a learning situation (lesson plan) in the form of instrumental modules for children and will teach these lessons in a simimulated and/or micro-teaching situation, while evaluating performance with the aid of audio or video tape recorder and/or peers.

II. Pre-requisites: Sucessful completion of RDG--002.02

III. Pre-assessment: None

IV. Learning Tasks:

A. Develop a definition of experience charts; determine their use at various stages and for various purposes in the elementary school.

B. Develop, using manuscript handwriting and experience charta; state the purpose for which it is to be used, as well as the level and setting of the instructional activity. This experience may take place in a micro-teaching situation and/or tutoring situation involving a group of pre-school children. In the case of the latter, write a brief account of experience and result.

C. Open

V. Resources: Books:

Harris: How to Increase reading Ability, pp.77

Heilman: Principles and Priactices of Teaching Reading, pp. 102-106

Herr: Learning Activities for Reading, pp.41-42

Stauffer: Language Experience Approach to the Teaching of Reading

Detroit School: K-G Readiness in Action and first step in Language experiences for Pre-school children

Articles:

For latest materials consult EDUCATION INDEX in college library under Reading--Experience Charts

VI. Post-Assessment: Successful completion of the tasks assigned as determine by student self-evaluation and instructor-varification

RDG--002.04 (NSC)

Given a standerdized reading readiness test and an observation checklist, learner will do the following:

I. Objective: A. Administer the assessment instruments to a selected Pre-school child, make a profile of his scores, and discuss results.

B. Identify child's deficiencies and suggest learning tasks and materials for use in assisting the child in overcoming his deficiencies.

II. Pre-requisite: Successful completion of RDG--002.03.

III. Pre-Assessment: A. Identify various standardized Reading Readiness tests, and write a detailed review of one.

B. Amplify on the given informal inventory checklist of readiness skills for observation and evaluation

C. Perform the tasks as listed in objective.

D. Others as necessary.

IV. Learning Tasks: Same as Post-Assessment.

V. Resources: Books

Ames and Ilg: School Readiness, Harper 65

Basal Readers: Teacher's Edition

Buros: Sixth Mental Measurement Yearbook

Carrillo: Informal Reading Readiness Experiences

Carrillo: Informal Reading Readiness Experiences. Chandbert 1965

Cohen: Teach Them All To Read, pp. 13-35, chapter 7

Durrell: Improving Reading Instruction. pp. 21-40

Harris: How to Increase Reading Ability, pp.25-50

TO PRESS: Teaching deprived K-G children
(Filmstrip)

Listen to Tape: Branch, C., the Professional Look at the Parents concern about Readiness, Audio Lab. LB 63. 55 min.

VI. Post-Assessment: Accomplishing successfully the learning tasks mention above as determined by student self-evaluation and instructor varification.

VII Remediation: To be determined on the basis of Post-assessment.

RDG - 002.05 (NSC)

Objective: Having understood the concept of reading readiness, learner will develop a detailed list of abilities and skills of initial reading readiness; also will select at least one of these skills as a learning objective and will design a learning situation (lesson plan) in the form of instrumental modules for children and will teach these lessons in a simulated and/or micro-teaching situation, while evaluating performance with the aid of audio or video tape recorder and/or peers.

II. Pre-requisite: Successful completion of RDG-002.04

III. Pre-assessment: A. None

IV. Learning Tasks: B. Develop a list of life-style characteristics of socially disadvantaged persons and discuss in a small-group session with peers.

B. Observe a group of pre-schoolers in the socially disadvantaged areas (Model-City area) and write an account of observation experiencies.

D. Suggest compensatory experiences for one of the several readiness skills which might be needed to prepare this group of children for a successful start in learning to read.

V. Resource Books:

Benson, J.T.: "Teaching Reading to the Culturall
Difficient Child in Program and Promise in Reading Instruction, preceedings of Annual Conference on Reading, University of Pittsbur pp. 140-151. 1966

Bloom and other Compensatory Education for Culturally disadvantaged, Holt; 65

Cohen: Teach them all to read, pp. 3-25, 70-76, 122-131

Articles:

Glatt, C.A.: "Who are Disadvantaged Children," Elementary School Journal, 65: 407-413, May, 1965

Goodman, K.S.: "Dialect Barriers to Reading Comprehension Elementary English, pp. 353-860, Dec. 1965

Irelan: Low Income Life Styles

Riessman: The Cultural Deprived Child, Harper, 1-62.

Smith, M.B. "Reading for the Culturally Disadvantaged". Educational Leadership, 22: 393-403, Mar. 1965

VI. Post-assessment: Successful completion IM learning tasks specified above based on your own self-evaluation with verification of instructor.

VII. Remediation: Make up for deficiencies, if any, in consultation with Instructor.

RDG - 005.01 - 07 (NSC)

NORFOLK STATE COLLEGE, NORFOLK, VIRGINIA 23504

DEPARTMENT OF ELEMENTARY EDUCATION

Instructional Modules

COMPONENT: READING INSTRUCTION IN THE ELEMENTARY SCHOOL (RDG).

CLUSTER V: TEACHING COMPREHENSION AND STUDY SKILLS (005.01.07)

Developed by

Dr. M. Sharif Hafiz

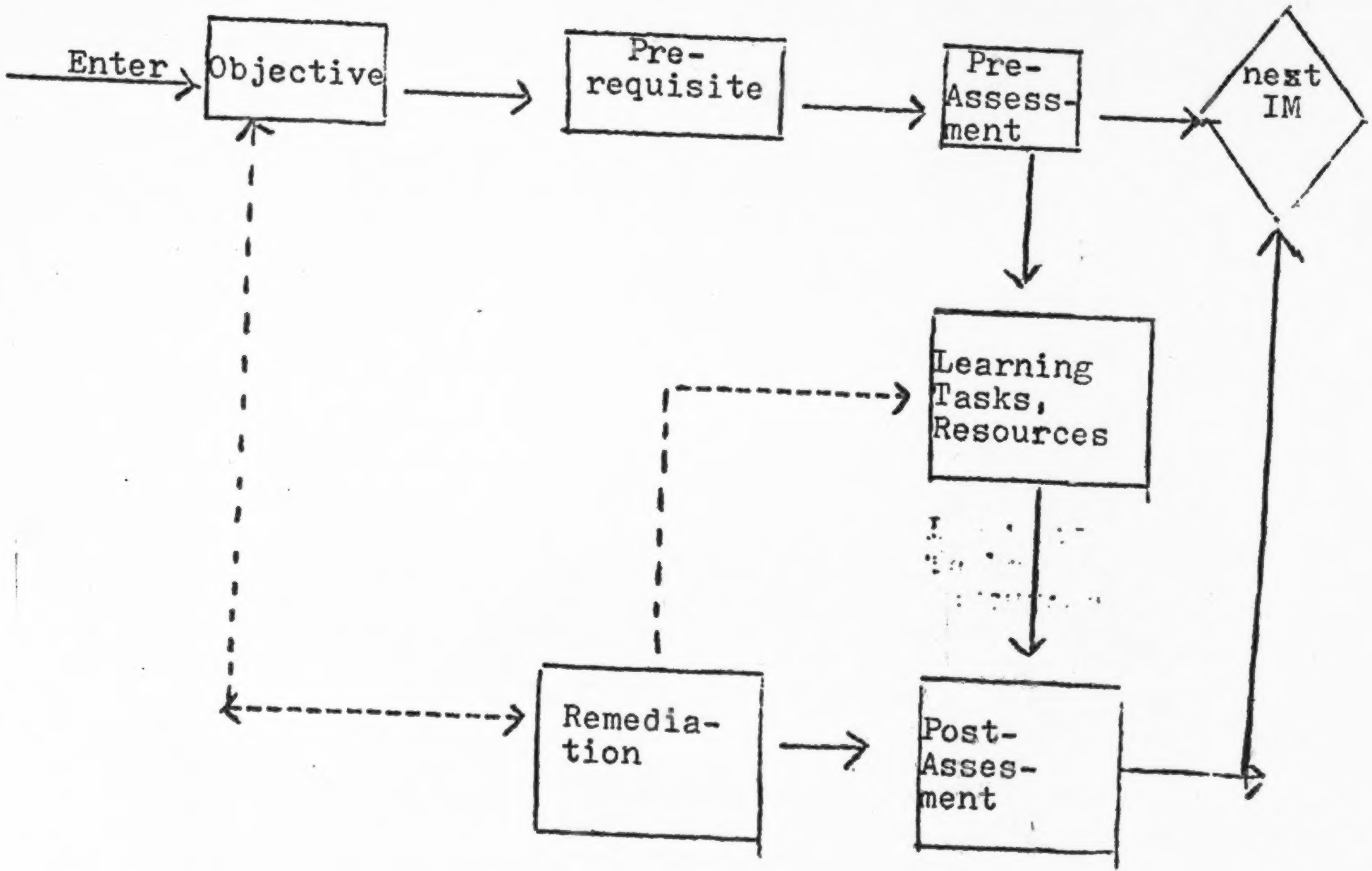
Professor of Education

This document is only a first draft of instructional module (IM) material to be tested and improved as a part of the long-term program development project which this College Staff has undertaken. Suggestions for improvement are cordially invited from all sources: teacher trainees, experienced teachers, college faculties, school personnel and others concerned and interested in improving teacher education programs and practices. These materials are designed to be used by undergraduate teacher trainees who are preparing to teach in the inner-city schools with disadvantaged children.

Spring, 1972

INTRODUCTION

These materials reflect the concept of competency based approach to teacher training. An attempt is being made to identify teacher competencies (learning objectives stated in performance terms) and then design learning situations for learners to attain these competencies. To do so, an instrument of instructional modules or a series of these which are based on related objectives and grouped together as in the case of this cluster is utilized to facilitate learning on an individualized and self-paced based. An instructional module (IM) is therefore a vehicle of organizing learning situations in a more systematic way to promote desired learning behaviors. The chief elements utilized in each of the IM's that follow in this cluster are of graphically illustrated in the chart given below:


Enter
Objective
Pre-requisite
Pre-Assessment
next IM
Learning Tasks, Resources
Remediation
Post-Assesement

RDG - 005.00 (NSC)

Component: Elementary Reading Instruction
EDUCATION 183

Cluster V: Teaching Reading Comprehension Skills

Major Objectives and Rationale:

" To read is to think", They say. One of the ultimate goals of reading is to respond in an intellectual fashion to what is read. The reader must comprehend what he reads; he must extend and refune his understandings gained, through reading and must apply what he learns through reading to serve his various purpeses in life. The purpose of this cluster is, therefore, to provide prospective teachers with insights into the theoretical and applied aspects of the comprehension skills of reading, and also competence in teaching these skills to elementary children.

Reading comprehension skills are described as a composite of skills that can be sequentially analyzed, tested and taught. It is for the purpose of teaching and learning that these skills are broken down in detail in this cluster, even though we know that comprehension skills are not used separately but are in demand in various combinations during the act of reading.

Reading comprehension skills are necessary if elementary children are to solve problems relating to learnings that require an understanding and application of ideas gained through reading textual materials. For any one to become an effective teacher of reading, it is essential that he should not only understand the nature and extent of these skills, but also possess competance in planning and executing learning tasks for children that are aimed at forstering various comprehension skills. This cluster is , therefore, designed to assist prospective teachers to accomplish just that objective.

Pre-requisite:

None

Pre-Assessment:

Same as post assessment

Learning tasks:

Complete individual instructional modules (IM)'s which follow in this cluster.

Post Assessmant:

A. Pass with 80% accuracy a paper and pencil test on the entire cluster.

B. Complete satisfactorily the performance tasks listed in each of the IM's included in this cluster.

Specific Objectives:

The competencies (knowledges and understandings, skills and behaviors, as well as attitudes and interests) which teachers trainees should be able to attain as a result of completing this cluster are reflected in the following learning objectives:

Objective 005.01

Learner should be able to develop in writing a detailed list of reading comprehension skills which should be kept in focus for promoting these skills of effective reading comprehension among children.

Objective 005.02

Learner should be able to demonstrate his knowledge, by designing and executing a learning situation (roughly in the form of a lesson plan), of reading comprehension skills locating main ideas. To do so, he will choose certain reading selections appropriate for a given grade level and construct questions and activities geared to this particular skill. Any one of the sub-skills listed below may be used by a trainee to demonstrate his competence:

a. Locating main idea in stories and pictures.
b. Selecting title for a picture or a series of pictures.
c. Selecting titles for a story.
d. Recognizing and recalling details to support main ideas in materials read.
e. Formulating summarizing sentence.

Objective 005.03

Learner should be able to demonstrate his understanding of reading comprehension skills related to the recall of details of events given in a reading passage. To do so, he will plan and teach a lesson (or a series of lessons) to a given grade level children. The evidence of pupil learning will serve as criterion of teacher competence. Given below is a sample of skills related to finding details in a reading selection, any one of which may be used as a means of demonstrating competence:

a. Answering questions related to details in a story.
b. Using details to find correct words, phrase or sentence for a specific purpose, to prove a point, to evaluate, importance, and the like.

Objective 005.04

Learner should be able to demonstrate his understanding of the reading comprehension skills related to following sequence of events in a given reading selection. To do so, he will plan and teach a lesson to a selected grade level of elementary pupils. The skills to be emphasized are some of the following:

a. Recognizing sequence in picture stories
b. Telling a story read in good sequential order
c. Arranging pictures, sentences into sequence
d. Organizing steps in a process into logical sequence
e. Recalling and reorganizing sequential information, and the like

Objective 005.05

Learner should be able to demonstrate an understanding of reading comprehension skills related to word meaning. To do so, he will plan and teach a lesson (or a series of lessons if necessary). The skills to be stressed are:

a. Recognizing that printed words represent talk
b. Recognizing different words in different contexts.
c. Recognizes large thought units and word groups
d. Recognizing and forms similes
e. Distinguishing multiply word meanings
f. Recognizing and using action words, colorful words
g. Understands the use of words that introduce cause and effect relationships -- because, since, therefore, in order to, as a result, so that, etc.

Objective 005.06

Learner should be able to plan and teach a lesson (or a series of lessons) which are aimed at fostering children's comprehension skills in critical reading. Evidence of performance will be judged in terms of a learner's ability to effectively teach lesson on any three of the following critical reading skills:

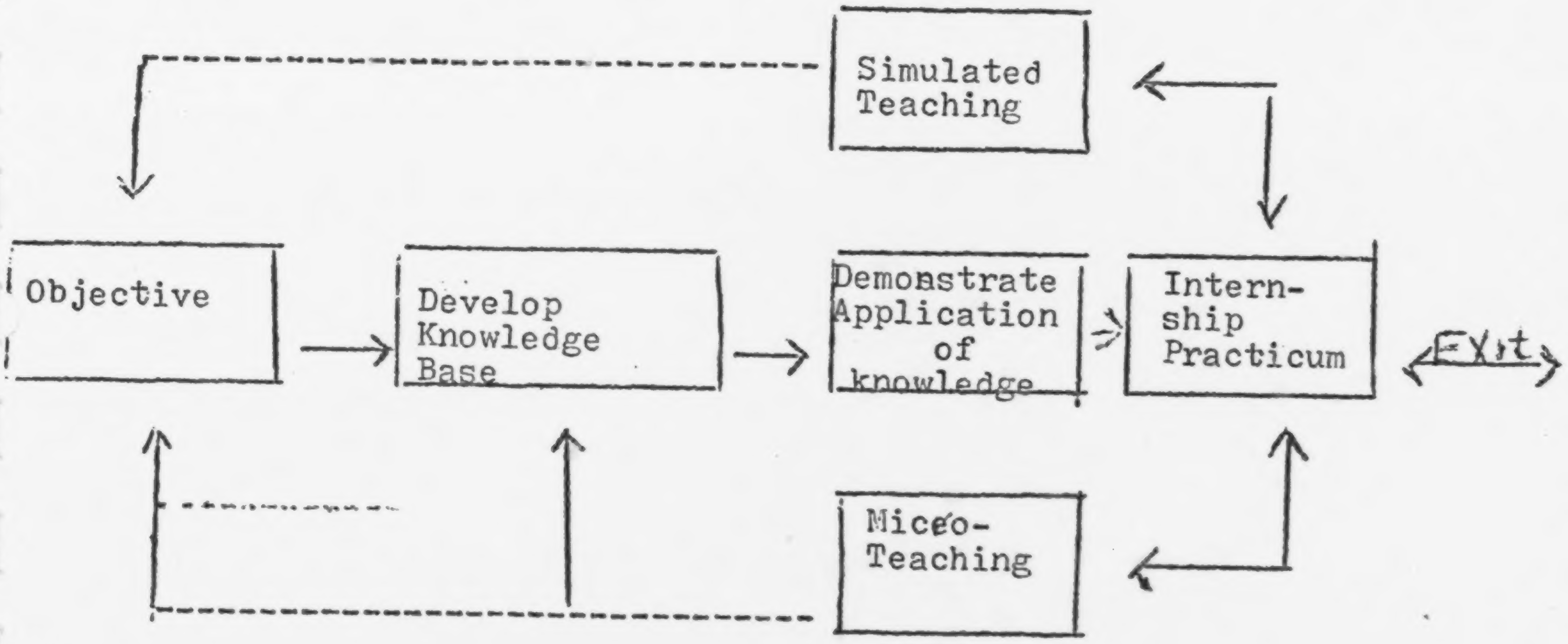
a. Drawing conclusions from pictures and stories read with supporting evidence
b. Supplying story ending for stories read.
c. Interpreting emotions, moods and feelings portrayed in a reading selection
d. Making judgements about actions, characters, events read in stories.
e. Evaluating evidence to identify problems
f. Understanding story events and predicting outcomes.
g. Recognizing advertizing techniques in distrotion and exageration.
h. Evaluate different points of view
i. Classify pro and con arguments.
j. Differentiating between rumors, opinions and factual information.

Objective 005.07

Learner should be able to develop a list of study and location skills that are necessary for elementary children to develop; Also, he will further demonstrate competency in effectively teaching by selecting one of the study skills listed above. To do so, he will develop a lesson plan included with supportive materials necessary and teaching it.

a. Location skills (using books effectively, using reference books, using library, using maps, graphs, charts etc.
b. Organization skills (outlining, summarizing, note taking, skimming)
c. SQ3R method
d. Dictionary Skills
e. Other to be identified by learner

The learning objectives and the enabling learning tasks listed in each of hhe IM's which follow are so designed as to lead learners progressively from the conceptual and theoretical learning base to the application and performance levels of competencies to be attained. The following is a graphic illustration of this progressicn transition from knowledge-based learning to practicum which is provided for trainees to attain the desired competencies:


Simulated Teaching
Objective
Develop Knowledge Base
Demonstrate Application of knowledge
Internship Practicum
Exit
Miceo-Teaching

7. Schnepf and Meyer: "Meaning Skills" in Imoroving Your Reading Program, pp. 125-144

8. Hafner and Jolly: Patterns for Teaching Reading in Elementary School, pp. 175-188, 340-342.

9. More text books on Teaching Reading are available in IRC, Room 108, NEB, and College Library.

Articles: Beery and others: Chapter 7 of Elementary Reading Instruction - Selected Materials (contains a series of fine articles on Comprehension Skills) - others of you own choice from college library. Use Education Index with the help of Reference Librarian to locate suitable materials.

-Teacher's Manual of Reading Series:

There are several reading series put out by various publishing companies and which are available in IRC. Consult these for related ideas on materials and teaching techniques.

A-V Materials:

Films (as available and announced by instructor)

1. They All Learn to Read
2. How to Read a book
3. Teaching Map Reading Skills in Elementary School
4. Reading with a Purpose. (11 min.)
5. Reading Improvement: Comprehension Skills.
6. Reading Improvement: Effective Speed
7. Developing Reading Maturity: Interpetting meaning
8. Developing Reading Maturity: Critical evaluation

RDG - 005.02 (NSC)

Objective: Learner should be able to demonstrate his knowledge, by designing and executing a learning situation (roughly in the form of a lesson plan), of reading comprehension skills related to locating main ideas. To do so, he will choose certtain reading selections appropriate for a given grade level and construct questions and activities geared to this particular skills. Any one of the sub-skills listed below may be used by a trainee to demonstrate his competence:

a. Locating main idea in stories and pictures.
b. Selecting title for a picture or a series of picture
c. Selecting titles for a story
d. Recognizing and recalling details to support main idea in materials read.
e. Formulating summarizing sentence.

Pre-requisite: None

Pre-assessment: Same as Post assessment

Learning Tasks: As a learner, you are advised to pursue any or all of the following in order to attain the objective for this IM:

1. Attend lecture/seminar
2. Read suggested and other references listed below
3. Prepare lesson Plan and practice mastery of teaching competence in micro-and/or simulated teaching situation.
4. Open for your own self-selection

Resources:

1. Same as listed in RDG-005.01
2. Additional selections based on your needs
3. For format of lesson plan, see "Teacher-made Supportive materials RDG 005.02 which follow this IM.

Post Assessments: Same ~~as pre-assessment~~ment

RDG 005.02(NSC)

Teacher-Made Supportive Materials

Developing a lesson Plan for Directed Teaching of Reading Comprehension Skills

In developing any lesson plan or more appropriate in designing a learning situation to produce desired learning, there are no essential steps or a sequence in which teachers may want to proceed with these steps. However, if a lesson is to be taught with success, some of the following elements are suggested which should be incorporated in an overall lesson plan.

Objective:

For example, state in explicit and performance terms what is your objective for teaching this lesson from the pupils point of view. For esample, if you were using the American folk take of "The Ginger Bread Man" as a means for developing among children some of the particular reading comprehension skills, (such as finding a main idea, details of events and the sequence in which happenings took place, drawing conclusions, following directions or whatever), state one of these skills you plan to emphasize and foster in this particular lesson.

Materials and Supplies:

State specifically which materials you plan to use in this lesson: chalk board, bulletin and flannel boards, picture's, charts, films, etc., both commercial materials and teacher made materials.

Motivation and Word-Study

Prepare pupils for the type of story to be read; for instance, you may want to proceed something like this:

1. Ask questions relating to their experiences in baking gingerbread, having their mothes and grandmothers bake various types of cakes, and experiences in enjoying listening to and/or reading about stories in which various characters perform variety of actions.

2. At this point, some of the words that you think might be difficult for children to pronounce and understand may be studied by writing these on the chalkboard. If children have trouble pronouncing words or understanding their various meanings, present a variety of sentences in which these words are used. This is an excellent opportunity for you to reinforce children's word-recognition skills such as context clues, structural and phonetic analysis, as well as for vocabulary and concept building. Even some of the commonwords such as, should, himself, about, could, etc. may be listed to encourange awareness of accented syllables which may be undetlined, and to help those children who hav difficulty in spelling these words. You may want to leave the words for study on the chalk board until after you have finished the total lesson.

Learning Experiences:

There are a variety of ways you can guide learning experiences of children with this story for the attainment of the objective stated above. For example:

1. You may say even before children begin to read the story: "Boys and girsl, You are going to read a story about a naughty gingerbread man who runs as fast as he can. He says, "You can't catch me. I'm the Gingebread man, I am, I am." Do you think anyone can catch him? Let's find out".

2. You may ask the children to read the first paragraph silently to themselves. Then have the paragraph read aloud. If working with younger and less able readers, you may want to read the paragraph aloud yourself, giving the example of how the mood and emotions of the story can be protrayed by reading "with expression". Then have one or two readers do the same. You may ask a questions or two and discuss difficulties with words or meaning, but do so very briefly so that children do not lose the thought of, or interest in, the story. The same procedure may be followed for each of the remaining paragraphs.

3. When the directed reading has been completed, you may lead the children in the discussion of questions which you have carefully framed, and which emphasize the use of the target comprehension skills that underlie(s) the objective of this lesson. For example:

    a. If your objective were the recall of factual information, your question may be framed something like this: "Who did and who did not chase the ginger bread man?" Why was everyone chasing gingerbread man?

    b. If drawing inferences or giving interpretations were your objective, your questions may sound something like this: "Why didn't the fox chase him?" Why was the gingerbread man running away from someone?" Why was the fox a clever fox?"

7 c. But if it were your intent to develop critical evaluation and comparision, you might ask your pupil questions that are evaluative in nature: :Can you compare gingerbread man with the character(s) in any other story you have read or heard about? In what way are they the same? Or different? Which parts of the story did you like best and why?"

    d. Again, it all depends upon your objective for the lesson. If focus of the lesson was teaching and emphasizing any one particular comprehension skill, all questions will be geared toward eliciting from pupils the kind of responses appropriate for these questions. But if your objective was to reinforce all of the comprehension skills that have already been taught individually, your questions may reflect a balanced blend -- questions that are focused on more than one comprehension skill as illustrated in a, b, c, above.

4. If a child gives an answer which is not correct or which conflicts with an answer given by another child, have the child go back to the story and find the word or sentence that shows he is right. But it must be remembered that whereas factual (F) questions have only one correct answer, there are often more than one defensible correct answers to interpretive (I) and to evaluate (E) questions.

9 5. Another variation could be to list comprehension questions on the chalkboard after the word study has been completed (motivation and word-study). Children find it easier to have a specific purpose for silent and/or oral directed reading. This type of approach may work better for older and more able readers.

Follow-up:

There are a variety of ways in which further enrichment and practice may be provided. Some of the following may be utilized when appropriate: drawing illustrations of events or characters based on factual information and/or children's own interpretations of these; role playing and dramatization, writing own stories base on similar theme; modernizing old takes by giving new names to characters,places and things; oral rading and choral speaking; puppet plays; and the like.

Evaluation:

This is for teacher's own self-evaluation of his performance for analysis and future improvement: appropriateness of content and objectives, materials and supplies used, methods and procedures employed, success in pupil learning and teaching effectiveness accomplished. This can be accomplished by the use of any one or various combinatims of the following techiques and instruments:

a. Teacher's own evaluation based on introspection and retrospection.

b. Teacher's own evaluation based on replay of audio or video recording of performance.

c. Peer evaluation

d. Instructor's and/or supervising teacher's critique.

e. Evidence of pupil learning

You may want to write down here the suggestions for future improvement--specific items that you may want to work or for practice and mastery in your future attempts on teaching.

149

RDG - 005.03 (NSC)

Reading Comprehension Skills

Recall of Details

Objective: Learner should be able to demonstrate his understanding of reading comprehension skills related to the recall of details of events given in a reading passage. To do so, he will plan and teach a lesson (or a series of lessons to a given grade level children. The evidence of pupil learning will serve as criterion of teacher competence. Given below is a sample of skills related to finding details in a reading selection, any one of which may be used as a means of demonstrating competence

a. Answering questions related to details in a story.
b. Using details to find correct words, phrase or sentence for a specific purpose, to prove a point, to evaluate importance, and the like.

Pre-requisite: Completion of RDG - 005/01

Pre-Assessment: Same as post-assessment

Learning Tasks: As a learner, you may want to complete the following tasks to attain the objective of this IM:

1. Attend lecture-seminar

2. Read references listed below and additional of your own choice if necessary

3. Practice teaching skills by teaching a lesson in micro and/or simulated teaching situation

4. Open for your own choice

Resources: Same as RDG - 005.01

Post-Assessment: 1. Satisfactory completion of the performance tasks' listed above.

2. Passing score on the test on entire cluster

150

3

RDG - 005.04 (NSC)

Teacher-Made Supportive Materials

Recalling Sequence of Events and noting Details

Very often, when details are to be noted in a reading selection, they are to be given in a sequential order. Here is one of the ways you may deal with teaching tasks of this nature in reading lesson.

1. Ask children to read a selection, story or passage while noting details in a sequential order.

2. When children finish the story, they may pick up slips of papers available at some designated place in the room, and they may write a sentence describing one of the happanings.

3. At their desks, children can arrange the sequence in correct order by pasting them on a sheet like this:

   1. ________________________________
   2. ________________________________
   3. ________________________________
   4. ________________________________
   5 ________________________________

You can use other variations of this approach with more able or higher grade level readers; for example:

Initially ______________________________

Then __________________________________

Subsequently __________________________

After that ____________________________

Finally _______________________________

15~~9~~

4

RDG - 005.03 (NSC)

Given below are a few of the sample materials for use in building comprehension skills. Most of these and other similar sample materials may be found in College Reading Lab, IRC, and various public Schools libraries and reading centers. You may want to review some of them to get a better idea of how comprehension exercise can be developed from all kinds of reading selection materials:

- Better Reading (Globe) Exercises designed to develop various comprehension and study skills (grades 3-6)
- Better Reading Books (SRA) 5th grade and above
- EDL Study Skills Library
- Readers Digest Skill Builders (grades 2-8)
- SRA Reading for understudy Lab. (grade 3-8)

Teacher-Made Materials

Comprehension Skills

A.____

____

____

B.____

____

____

C.____

____

____

D.____

____

____

RDG - 005.04 (NSC)

Objective: Learner should be able to demonstrate his understanding of reading comprehension skills related to following sequence of events in a given reading selection. To do so, he will plan and teach a lesson to a selected grade level of elementary pupils. The skills to be emphasized are some of the following

a. Recognizing sequence in picture stories
b. Telling a story read in good sequential order
c. Arranging pictures, sentences into sequence
e. Recalling and reorganizing sequential information, and the like.

Pre-requisite: Satisfactory completion of RDG - 005.01

Pre-Assessment: Same as Post-assessment

Learner Tasks: As a learner, you are advised to pursue the following learning tasks:

1. Attend lecture-seminar
2. Read references listed below and others as necessary
3. Plan a lesson, construct supporting materials and demonstrate successful teaching of it in a micro and/or simulated teaching situation.
4. Open for your own selection

Resources:
1. Same as in RDG-005.01
2. Teacher-Made Supportive sample materials that follow

Post-Assessment:

1. Successful completion of this IM
2. Passing score on the test on entire cluster

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RDG - 005.05 (NSC)

Reading Comprehension Skills: Word Meanings

Objective: Learner should be able to demonstrate an understanding of reading comprehension skills related to word meaning. To do so, will plan and teach a lesson (or a series of lessons if necessary). The skills to be stressed are:

a. Recognizing that printed words represent talk
b. Recognizing different words in different contexts.
c. Recognizes large thought units and word groups
d. Recognizing and forms similes
e. Distinguishing multiple word meanings
f. Recognizing and using action word, colorful words
g. Undrstands the use of words that introduce cause and effect relationships -- because, since, therefore, in order to, as a result, so that, etc.

Pre-requisite: Completion of RDH - 005.01

Pre-Assessment: Same as post-assessment

Learning Tasks: As a learner, you may want to complete any or all of the following to attain the objective:

1. Attend lecture-seminar
2. Read references listed below and others if necessary
3. Plan a lesson, develop needed materials, and practice teaching competence in a micro and/or similated teaching situation
4. Open for your own selection

Resources: Same as listed in RDG 005.01

Post-Assessment: 1. Successful completion of IM objective

2. Passing score on test on entire cluster

RDG - 005.06 (NSC)

Reading Comprehension Skills: Critical Reading

Objective: Learner should be able to plan and teach a lesson(or a series of lessons) which are aimed at fostering children's comprehension skills in critical reading. Evidence of performance will be judged in terms of a learner's ability to effectively teach lesson on any three of the following critical reading skills:

a. Drawing conclusions from pictures and stories read with supporting evidence
b, Supplying story ending for stories read.
c. Interpreting emotions, moods and feelings portrayed in a reading selection
d. Making judgements about actions, characters, events read in stories
e. Evaluating evidence to identify problems
f. Understanding story events and predicting outcomes.
g. Recognizing advertizing techniques in distortion and exageration.
h. Evaluate different points of view
i. Classify pro and con arguments
j. Differentiating between rumors, opinions and factual information.

Pre-requisite: None

Pre-Assessment: Same as post-assessment

Learning Tasks: You may want to pursue some or all of the following in order to achieve the objective of this IM:

1. Attend class lecture-seminar
2. Read references listed below in order to gain an understanding of the nature of each of the facets of critical reading categorized in the objective.
3. View films listed below; ask instructor when and where these films are available.
4. Plan lesson and teach in micro or simulated teaching situation.
5. Open for your own choice; discuss with instructor if you have a plan of your own for achieving the objective for this IM.

esources: Same as listed in IM RDG 005.01
Teacher made samples attached

ost-Assessment: 1. Successful performance of the learning tasks #3 as based on your own self-evaluation verified by instructo

2. Take a paper and pencil test on entire cluster.

955

RDG - 005.06 (NSC)

USING THE CONTEXT CLUES

The exercises such as given below in helping pupils develop comprehension skills which deal with the use of context clues:

A. Long ago a "ducking stool" was used for punishment. The stool was at the end of a pole. People were tied to the "ducking stool" and plunged into water. Many would have rather had a (1)__________ than the (2) ____________.

1. (a) beating (b) nest (c) chicken (d) bed

2. (a) turkey (b) pretty (c) ducking (d) partner

B. "Weekend cowboy" is the name given to anyone who spends vacations on a dude ranch. Operated for the entertainment of tourists, dude ranchers provide horseback riding, as well as hunting and fishing. Those who like a (1) __________________ of (2)__________ in the open often come from the city.

1. (a) piece (b) men (c) taste (d) travel

2. (a) cowboys (b) West (c) sun (d) life

Having selected a reading passage for a certain grade level in the Elementary school, each teacher trainee will plan and teach simulated and/or micro-teaching situation a lesson. This lesson is to be so designed as to focus on the development among pupils of comprehension skills related to the use of content clues.

RDG-005.06 (NSC)

FOLLOWING DIRECTIONS

The exercise given below is an illustration of the kind of materials that can be used in developing reading comprehensing skills related to following directions. There are a variety of reading materials in different subject areas that require comprehension of written diretions and performing various tasks. You are to prepare a sample of your own selecting or appropriate reading passage for a certain grade level children in the elementary school. You are further to develop a lesson plan in which you may use this exercise and practice in simulated and/or micro-teaching situation, following which you will write an analysis of your performance.

> " A paper plate can be made into a pretty picture frame. Take a picture from an old magazine. Cut it the right size to fit the inside circle of the plate. Paste it carefully. You may want to paint or crayon the outside circle around the picture. Punch a small hole near the top of the plate. Put a piece of string through the hole and use it to hand up your picture."

1. From the directions given in the above paragraph, you learn how to

you learn how to make a :

a. Painting b. Plate frame c. Plate

2. The picture should be cut to the size and shape of the:

a. Edge of the plate b. Top hole c. Center

3. The picture is put on the plate with:

a. Strung b. paste c. nails

4. The little hole near the top is for the:

a. Paint B. String c. Paste.

RDG - 005.06 (NSC)

LOCATING THE ANSWERS TO SPECIFIC QUESTIONS

There are a variety of situations which require readers to locate answers to specific questions based on the materials read. Given below is an example of a reading exercise which is aimed at helping children develop these specific comprehension skills.

You are to construct your own samples of such exercise(s) based on the reading selection suitable for a certain elementary grade level. You should plan and teach a lesson around the exercise(s), and teach it in a micro or simulated teaching situation, while analyzing your performance.

SWEET, SWEET SUGAR

Sugar comes from two plants. Most comes from sugar canes. Some comes from sugar beets. Sugar from either of these plants looks and tastes alike.

Sugar cane is a tall grain with a thick stalk and pointed leaves. It is grown in a climate where there is warm sunshine and plenty of rain. During the long growing season, the stalks fill with juice.

When the cane is ready to be cut, the plants have grown higher than a man's head. When it is time for cutting the crop, workers move through the field, swinging huge knives. Machines are used to cut the crop in places where the ground is flat. Leaves are stripped from stalks right in the field. The cut stalks are loaded into railroa cars or trucks and are shipped to the sugar mills.

At the sugar mill the cane is washed and cut into short lengths. The juice squeezed from the cane is dark gray or green in color. It is from this juice that sugar is made. Unlike cane, sugar beets do not require a hot sun. Sugar beets can be grown in dry areas of the world.

There is no such thing as waste where the modern sugar beet grower is concerned. Even the leaves cut from the tops of the sugar beets have their use. These leaves are fed to the farm animals."

RDG - 005.01 (NSC)

Teacher-Made Supportive Materials

Comprehending Main Ideas

Comprehending main ideas from reading selections is not a mere summation of ddtails. In fact, it requires some type of analysis so that relevant details can be separated from irrelevant.
Then must come a synthesis of what has been judged relevant. Ordinary questions like When? Where? Why? and How? can help children focus on main ideas. A typical exercise can be constructed somewhat like this:

1. Directing children to read sentence like the following and to make whether the content deals with 5-W questions.
2. Directing children to read and to note whether the reading content pertains to something that is colorful, hugh, factual or humorous.
3. Direct that sometimes title and headlines portray main ideas, and privide practice.
4. Use newspaper articles, minus headlines for practice in comprehening main ideas for more able readers.

RDG - 005.07 (NSC)

STUDY AND LOCATION SKILLS

Objective: Learner should be able to develop a list of study and location skills that are necessary for elementary children to develop; also, he will further demonstrate competency in effectively teaching by selecting one of the study skills listed above. To do so, he will develop a lesson plan included with supportive materials necessary and teaching it.

- a. Location skills (using books effectively, using reference books, using library, using maps,graphs, charts, etc.
- b. Organization skills (outlining, summarizing, note taking, skimming)
- c. SQ3R method
- d. Dictionary Skills
- e. Other to be idenfied by learner

Pre-requisite: None

Pre-assessment: Same as post-assessment

Learning Tasks: As a learner, you may want to complete any or all of the following:

1. Attend lecture seminar
2. Read references listed below, and others as necessary.
3. Complete lesson plan, develop materials, and practice teaching skills.
4. open for your own choosing

Resources: Books:

-Schnepf and Meyer: "Study Skills" in Improving Your Reading Program. pp. 145-154

-Hafner and Jolly: "Study reference Skills" Patterns for Teaching Reading in the Emementary School. pp. 145-174,339-340

-Harris: "Developing Study Skills" in How to Increase Reading Ability. pp. 446-458.

-McKee: "Study Skills" in Reading: A Program of Instruction for the Elementary School,pp. 406,412-21, 421-22, 405-12, 339-48, 366-73, 360-68, 348-60, 331-38, 401 318-73, 318-25, 272-75.

12

-Durrell: "Study Skills" in Improving Reading Instruction, pp. 287-305

-Bush and Huebner: "Study Skills" in Strategies for Reading in the Elementary School, pp. 136-138.

- ______________: SQ3R" in ____________________ ________ pp. 137-139.

- Teacher-made materials on the following pages.

AV Materials:

Films:
- How to Prepare a class report
- Know Your Library
- We Discover the Dictionary
- Find the Information
- Look It Up
- Selecting and Using Ready-Made Materials

Post-Assessment:

1. Successful demonstration of teaching competence stated in the objective for this IM.

2. Passing score on test on entire semester.

RDG- 005.07 (NSC)

Teacher-made Supportive Materials

Developing Study Skills

Reading instruction can be considered effective only if readers develop proper study skills. As children advance through the third grade and above, progressively a greater degree of independent and study type reading becomes an essential element of the reading powers they must possess.

Location Skills have to do with how to locate information. This necessitates familiarity with library aids and resources, card catalog system and the use of dictionaries and other reference and periodical materials. It also deals with knowing the various sections of books and how to use them: the chapters, table of contents, appendix, the footnotes and the index. Suggest some ways by which you can teach these skills to slementary children.

160

Reading Graphic Materials is yet another study skill which is so important and yet often overlooked by even mature readers. Maps, charts, tables and graphs sometimes present information more accurately and clearly than can be put in words. Children could be and should be taught how to interpret pictorial graphs, maps and charts. Children need to learn to identify natural features on maps, (rivers, lakes) as well as man-made features (railroads, highways); they need to learn the concepts of direction of distance and of scale, and other maps reading skills. Develop an outline of these skills as a part of this module. Also develop some graphs and charts for use with a specific group of elementary children.

Also develop a list of special comprehension problems with reading materials in such areas as social studies, mathematics and science. Suggest some techniques to handle such type of reading comprehension difficulties faced by elementary age-level children.

RDG - 005.07 (NSC)

STUDY SKILLS

A. Location Skills:

1. Library Skills: ____________________

2. Dictionary Skills: ____________________

B. Study Skills:

Map reading ____________________

Charts, graphs ____________________

note taking ____________________

outlining ____________________

skimming ____________________

RDG - 005.07 (NSC)

Teacher - Made supportive materials

SQ3R Method:

The use of SQ3R method has been found significantly helpful in comprehension of factual types of knowledge in the content areas (social studies, science, math). This method seems to develop among readers better powers of organization association and critical thinking.

There are various modifications of the SQ3R method available today. However, the most common one is given below:

Survey(S) Surveying is the furst step in the SQ3R method. It is the process of becoming familiar with the broad outlines, the chapter titles, the main headings, the topic sentence, and the summary. A good reader should get an overall picture of what he is reading or studying. It is like consulting a road map before driving for a venturesome trip. The reader must know what type of material he is reading and for what purpose before choosing his technique.

While surveying, the reader notices the title, the preface, the table of contents, main and sub-headings. Surveying is also skimming for topic sentences in each paragraph to get a quick glimpse of what is to be concentrated upon if suited to one's purpose.

Question is the second step in SQ3R method. Here the reader poses some basic questions to which he must find answers for. The teacher should help pupils in forming questions. Usually main headings and italicized words contain the key ideas which can be turned into questions for study. These questions may be of a variety of type: memorization, evaluation, recall, recognition, comparison, summarization, discussion, analysis, decusion making, outlining, etc.

Formulating relevant questions enables the reader to seek answers and pertinent information as he reads. To be effective, these questions should be formulated before rather that after reading; also keep these q questionss in view during reading.

Read is the third step in the SQ3R method of reading with comprehension, which makes reading a purposeful activity. Since study type reading is often intensive reading, it is the comprehension that matters rather than the rate at which one may read. Here one gathers the key ideas and supporting details.

Recite is the fourth step in the SQ3R method. It is literally a self-examination. He, the reader, should attempt to answer the question that he has posed without referring to notes he may have taken in the third step of reading.

Recitation directs a reader's attention to specific questions, thereby aiding concentration which is a by-product of having a purpose for which reading is being done. Recitation is the heart of effective reading which aims at seeking answers to self-imposed questions, and putting new learnings into one's own words.

Review is the fifth and final step in the SQ3R method for effective comprehension of materials being read. This step becomes a relatively simple one if the previous steps have been taken correctly and effectively. Review, whether done through the use of notes or through rereading, provides an exercise in critical reading and thinking.

RDG (006.00 - 007.00)

Norfolk State College, Norfolk, Virginia 23504

Department of Elementary Education

Component: Reading Instruction in the Elementary School

IM-Cluster: Organizing for Meeting Individual Differences in Reading
VI

IM-Cluster: Reading Difficulties and Their Treatment
VII

Developer: V. S. Wilson

This document is only a first draft of instructional materials to be tested and improved as a part of the long-term program development project which this College's Staff has undertaken. Suggestions for improvement are cordially invited from all sources: teacher trainees, experienced teachers, college faculties, school personnel and others concerned and interested in improving teacher education programs and practices. These materials are designed to be used by undergraduate teacher trainees who are preparing to teach in the inner-city schools with disadvantaged children.

Spring, 1972

Component: Organizing for Meeting Individual Differences in Reading

I. Rationale and Major Objectives:

> "No matter what difficulties they make for schoolmen, individual differences are real, inevitable,[1] ineradicable, desirable, and, indeed, essential."

The above quotation is a supporting statement for the master-teacher. Teacher trainees need to be made aware of individual differences throughout their teacher preparation and especially in the area of teaching reading in the elementary school. As Emmett Betts has said . . .a class of stddents exists only in a fool's mind. In each class there is a group of individuals with different and varing needs.[2]

Since reading is only one facet of the language arts and is a tool of learning and not a subject, then it is essential that the teacher of reading understands the complex nature of the reading process from the preschool level to the sixth grade. It has also been said that . . . where there is no frustration, there is no learning . . .[3]
Many agree that the latter statement is true . . . to a point. But, where frustration continues to build from level, vertically to an unsurmountal level, then caustal factors need to be determined and prevention rather than cure be significantly evident through - out the child's school life. It is a well-established fact that children of any given grade differ in reading ability. These differences increase, lock-step grading system, as children progress or are pushed, social promotion system, from grade to grade.

The purpose of this cluster is to help teacher trainees to;

- Interpret reading achievement test scores of a particular grade level on a local level and a national level
- To analyze the range of differences and to plan for differentiated instruction through the use of informal reading inventories
- To know the limitations and advantages of grouping techniques for differentiated reading and to list guidelines for effective grouping procedures.
- To know the difference, if any, between the terms - Individualized reading, individual reading instruction, and individual reading instruction, and individualization of reading instruction.

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[1] Fred T. Tyler and William A. Brownell, "Facts and Issues: a concluding Statement," in Nelson B. Henry, ed., Individualizing Instruction (Sixty-First Yearbook of the National Society for the Study of Education, Part I), Chicago

- To know techniques for individualized developmental, recreational, research, and skill practice in reading.

- To know the format and requirements for an individualized reading program and how the free reading library period can supplement specific components of an individualized reading program

II. Pre-requisite: (1) Successful completion of Psychology 82,83, Human Growth and Development or the equivalent. (2) Successful completion of reading instruction competencies/tasks module 001.00-005.00. (3) Completion, hopefully, or enrolled in Psychology 184, Testing and Measurements.

III. Pre-assessment: If you have acquired some of the learning tasks included in this unit of the reading module, you should make this evident to the instructor and plan learning tasks that will be more beneficial.

IV. Post assessment:

A. Successful completion of performance tasks related to objectives listed in each instructional module in the cluster.

B. Satisfactory score on the paper-pencil tests administered for this cluster.

C. Satisfactory demonstration of specific teaching skills and techniques for this cluster.

V. Specific Objectives:

The competencies (knowledges and understandings, skills and behavior, as well as attitudes and interests, which teacher trainees should be able to attain as a result of completing this cluster, are reflected in the learning objectives that follows.

RDG - 006.01 (NSC)

Objective: Teacher trainee will be able to demonstrate a knowledge of and an understaning of standardized reading test scores of a particular grade level and determine their levels of instruction for differentiated instructions. Analyze the range of differences and make a case for different instructions.

A. List and give adetail description and critical evaluation of several types of the following tests: (See O.K. Buros; Ed., Reading Tests and Reviews (Highland park, N.J.: Gryhan Press, 1968)

1. Reading readiness tests
2. Reading Achievement tests
3. Specialized reading tests

pag436 Ex. Dolch Basic Sight Word Test
p. 436 Durrell Analysis of Reading Difficulty

B. Discuss the criteria for establishing reading levels, (Mimeographed sheet given to you prior to this reading cluster.

C. Divide into four groups. Select one representative to discuss the testing program and grouping organization for different school systems. Ex. Norfolk, Portsmouth, Chesapeake, Virginia Beach, Hampton, etc. Have representative to bring to class for discussion the various programs and any forms or files used by each system.

II. Pre-requisite: As stated in the overall objective

III. Pre-assessment: Same as Post-assessment

IV. Post-assessment: Successful completion of the learning task mentioned below to the instructor.

V. Learning Tasks:

A. Read references listed below.
B. Follow-through on activity A., B., C of Objective I.
C. Examine a format of a general cumulative folder and a reading cumulative folder. (note: a general mimeograph form will be given to you)
D. Participate in group planning and discussion
E. Review mimeograph sheet titled:
   Check for correct title skills in Word Recognition and Comprehension
F. List teacher guidelines for Adapting Instruction to Individual Differences. Dallmann - p. 39
G. Review the following films:
   1. "Why Can't Jimmy Read?" (Syracuse University, 16 min.)
   2. "Guiding theGrowth of Children." (McGraw Hill, 17 min.)
   3. Use film evaluation sheet for recording response.

VI. Reading for information:

RDG - 006.01 (NSC)

These books, films and tests will provide you with basic information needed to perform the above learning tasks:

A. Reading for Information

Harris, Albert J., and Edward R. Sipay, Effective Teaching of Reading, Principles and Strategies. New York: Harcourt Brace Jovanovich, Inc., 1971. Chapter 9

Betts, Emmett A., "What About Individual Differences in Reading?" "The ABC, Language Arts Bulletin, New York: American Book Company, 1957.

B. Reading Tests

Buros, O.K., Ed., Reading Tests and Reviews. New Jersey; Gryphon Press, 1968. (Detailed descriptions and evaluations of psychological tests may be found in the six Mental Measurement Yearbooks published by Gryphon Press and edited by Buros) The Gryphon Press, Highland Park, N.J. 08904.

SRA Achievement Series: Reading by Louis P. Thorpe et al. (Science Research Associated, Inc. 259 E. Erie Street, Chicago, Ill. 60611)

McCullough, Constance M. "Meeting Individual Needs by Grouping for Reading." Massachusetts: Ginn and Company, Publishers, Bulletin No. 19. pp. 4-5

Peabody Picture Vocabulary Test. (Individually administered verbal intelligence test. American Guidance Service, Inc., Circle Pines, Minn. 55014.)

C. Films:

1. "Why can't Jimmy Read?" (Syracuse University, 16 min.)
2. "Guiding the Growth of Children" (McGraw-Hill, 17 min.)
3. "Providing for, Individual Differences' Iowa State Teachers College, 23 min.)

Reading - 007.00 (NSC)

Component: Reading Difficulties and Their Treatment

I. Rationale and Major Objectives:

> " A tried and true principle in education is to start where the learner is."
>
> --Author unknown

There is much conserned on the part of educators, psychologists, various medical professions and the teaching profession that many so-called, normal children are not achieving ontheir learning expectancy level. The above quotation has much significance. With the lock-step graded system employed, teachers are caught up in a web of what to do with thirty-five children needing individual attention.

Attention is being given and directed toward what is considered poor or non-readers. There is an abundant of research concerning learning and reading disabilities. Teacher trainees will need to be knowledgeable enough to modify known diagnostic and remedial techniques to better serve the human child who needs help.

Teacher trainees should know something about the act of reading, the process of learning (a prerequisite) different types of procedures, techniques, of remediation so that proper approach can be taken in analyzing and overcoming the reading needs of the particular child being helped. This cluster will attempt to give the trainee an exposure to the rdg. needs of children and the necessary techniques/' materials which may aid in helping the child to develop to his fullest reading capacity.

1. Schnepf, Virginia and Odessa Meyer. *Improving Your Reading Program*. New York: The Macmillan Company, 1971.

Specific Objectives 007.01

II. Pre-requisite: Successful completion of module 006.01.04.

III. Pre-assesment: Same as post-assesment listed below.

IV. Post-assessment: Satisfactory completion and evidence as to the attainment of the objective as determined by student evaluation and instructor varification.

Paper & pencil test

Individual and group projects

V. Learning Tasks: See Reading for Information bibliography

A. Define the following terms: Required (Harris PP. 11-12)

1. Reading retardation
2. Reading disability
3. Reading deficiency
4. Underachiever in reading
5. Alexia
6. Dyslexia
7. Congential word blindness
8, Primary and Secondary Reading Disability
9. Specific Language Disability
10. Psychoneurological Learning Disability

B. Make a check list of the following causes of reading difficulties among children:

1. Ability
2. Vision
3. Hearing and other physical handicaps
4. Lateral dominance
5. Emotional disturbances
6. Social Disturbances

C. Obtain estimates from different sources of the percentage of reading cases in which there is emotional involvement, then discuss the possible reasons for such marked differences.

D. Make a chart showing common elements and diffrences in emphasis in the processes of identification, appraisal, diagnosis, and evaluation.

E. Make a check list for recording observation in the classroom. Ruth Strang's text (See bibliography as an excellent source. PP. 50-55, 82-86).

F. Fill out for yourself the questionnaire on indications of visual difficulties. Use whatever screening instrument is available to make a record of your visual efficiency. Compare the results of the visual screening test with the questionnaire and with an ophthalmalgical examination, if the screening test shows that one is needed.

G. Send for information on vision testing available from the National Committee for the Preventionsof Blindness, the National Foundation for the Blind, or other similar associations.

H. It has been said that a child's eyes continues to develop until age ten. Check with an optometrist to prive that this statement is true. What implications will your findings have for the teacher of children?

Reading for Information

Harris, Albert J. How to Increase Reading Ability. New York: David McKay Company, Inc., 5th Ed., 1970. PP. 11, 200-273.

Wilson, Robert M. Diagnostic and Remedial Reading for Classroom and Clinic. Ohio: Charles E. Merrill Books, Inc. PP. 18,19,47 & 48, 50,71,79,82,

Strang, Ruth. Diagnostic Teaching of Reading. New York: McGraw Hill Book Company. PP. 8-27.

RDG 006.03 (NSC)

I. Objective: The teacher trainee at the completion of this cluster unit will be able to plan in writing an individualized reading program within a classroom or incorporate unique elements of the program into a basic reading program through the use of a wide-variety and sources of self-selection materials and teacher-pupil conferences.

II. Pre-requisite: Satisfactory completion of clusters 006.01,02 with special references to learning Tasks "G", 006.02.

III. Pre-assesment: Same as post-assesment listed below with the exception of the Learning Tasks of "G"-006.02.

IV. Post-Assessment: Satisfactory completion and evidence as to the attainment of objective by student evaluation and the instructor.

Paper-pencil written test.

V. Learning Tasks: Complete some of the following tasks as necessary to achieve the objective. Note tasks that are optional and those required for successful completion of this objective.

A. Define individualized reading(Required) Ins an organizational device for teaching children to read through materials chosen through self-selection activities.)

B. The 1964 Yearbook oF the Association of Supervision and Curriculum Development contains the following description of individualization:

9 Individualization of teaching is, under the best of conditions, a difficult, easily misinderstood function. Individualization of teaching goes beyond the content of the curriculum and beyond standardized instruction. Certainly it goes beyond routine academic achievement, for individualization gives personal relevance to experiences which the individual learner shares with the other members of his group: Do you agree or disagree with the latter statement. Express your opinion in writing using authentic stated references.

C. "Seeking, self-selection , and pacing "usually describes individualized develommental reading. Describe in writing a typical program in the middle grades in terms of the following headings: (Required)

1. Class size

2. Time Necessary

3. Books Needed
4. Record Keeping
5. Independent Activities
6. Group Activities
7. Scheduling Conferences
8. Teaching Skills
9. Evaluation Procedures

C. "Seeking, self-selection, and pacing "usually describes individualized developmental reading. Describe in writing a typical program in the middle grades in terms of the following headings: (Required)

1. Class size
2. Time necessary
3. Books needed
4. Record Keeping
5. Independent Activities
6. Group Activities
7. Scheduling Congerences
8. Teaching Skills
9. Evaluation Procedures

Harris
pp. 107-108
book

1. Robert M. Wilson and Maryanne Hall. Reading and the Elementary School Child, Theory and Practice for Teachers. New York: Van Nostrand Reinhold company, 1972, P.265

D. Discuss the differences, if any, between "Individualized Recreational Reading" and the "free-reeding periods in a typical graded classroom. Interview several local teachers on the primary and intermediate grade levels. Have them to duscuss their recreational or free-reading periods. Visit several schools in different communities and compare their programs. What changes would you make as a teacher to make full-effective-utilization of this important part of the reading program?

Lit.

E. Devise a questionnaire for help in determining what books to recommend to an individual who is asked, either orally or in writing, the questions you have formulated. Indicate the grade level for which you have planned the instrument.

F. How might you proceed in guiding a child so that he will develop more refined tastes in his reading?

G. Outline a year's program for any one grade to follow in trying to interest boys and girls in worthwhile reading.

H. Consult a professional book on literature for children and Books by May Arbuthnot or A Teacher's Guide to Children's Books by Nancy Larrick for suggested readings for boys and girls in any one area of the content subjects.

I. Describe the nature of the following:

Harris p.105

Individualized Research Reading
Individualized Skills Practice

J. Is there a mark difference between the two? If so, how would you as a teacher schedule the two in your program schedule to facilitate learning?

Karlin p. 37

K. "The teacher must be concerned with the past and future with the vertical aspects of a child's reading development.... "Explain how a reading curriculum founded upon this principle differs from one which stresses reading achievement grade by grade.

L. Review the film; "Individualizing Reading in the Classroom." Teachers College Press, Columbia University, 1957, color. 20 min.

M. Review some of the films for boys and girls that provide background information and for the development of skills. Some examples of series are as follows:

- Encyclopedia Britannica Films

- Oscar S. Causey and published by Ronald Press, 1958. The film reader is an attractive thirty-six page book closely correlated with the film.

Dallmann Resource Section

- Harper and Row, Publishers
  D.C. Heath and Company
  Coronet Films

Dollman p.49

N. What are ways in which the teacher can encourage boys and girls to make use of methods of discovery? How can teachers use strategies encouraging inquiry on the part of the boys and girls?

O. Interview an elementary school teacher and ask how he individualizes instruction. Discuss your written comments in class.

Wilson p. 285

P. Observe a lesson being taught to a group of children. List the ways in which you might be able to provide more individual attention to children if you were [illegible] teaching that lesson. If you can list none, then [illegible] list the ways in which the teacher individualized his teaching.

Karlin p.355

Q. What administrative devices might schools and teachers adopt as aids in individualizing reading isstruction? What criteria could be used to judge the effectivemess of such measures.?

R. What are some problems associated with individualized reading that teachers should be aware of? With grouping plans?

S. " Hardware" is not nearly as important as "Software" in efforts to individualize reading instruction. Explain.

T. Use a check list for observation in the classroom. Strong, Ruth.

VI. Reading for Information:

Kaluger, George and Clifford J. Kolson. Reading and Learning Disabilities. Ohio: Charles E. Merrill Publishing Company. P.429

Wilson, Robert M. and Maryanne Hall. Reading and the Elementary School Child, Theory and Proactice for Teachers. New York: Van Nostrand Reinhold Company, 1972.

Harris, Albert J. How to Increase Reading Ability. New York: David McKay Company, Inc., 1970-pp105-108.

Sartain, Harry W., "The Place of Individualized Reading in a well Planned Program. Boston: Ginn and Company, Publishers, No. 28. PP1-7.

Strang, Ruth. Diagnostic Teaching of Reading. New York: McGraw-Hill Book Company, PP 50-55.

VII. Films

" Individualizing Reading in the Classroom". Teachers College Press Columbia University, New York, N.Y. 10027, 1957, color. 20 min.

See-

VIII. Recordings:

" Enrichment Records." accompany Landmark Books by Random House (Recordings & Filmstrips).

" National Council of Teachers of English" Distributed by Golden Records.

INDIVIDUALIZED RDG- 006.04

I. Objective: The teacher trainee at the completion of the cluster units 006.03, 04, will be able to observe a regular classroom teacher and students utilizing the individualized reading approach and describe procedures and practices which are used or could be used to make individualized reading an effective instructional technique.

II. Pre-requisite: Satisfactory completion of clusters 006.01-13.

III. Pre-assessment: Same as post-assessment listed below.

IV. Post assessment: Satisfactory completion and evidence in writing as to the attainment of the above specific objective by student-evaluation and the instructor.

V. Learning Tasks:

A. Observe a classroom teacher and students in a public school where the individualized reading approach is being used.

B. Interview public school teachers reading consultants, and college teachers of reading as to their opinions of the effectiveness of using the individualized reading approach with primary and intermediate children. Note advantages and disadvantage of utilization of the method in any one school system.

C. Ask a public school system reading consultant to discuss a typical reading profile of a class and the feasibility of using the individualized reading approach.

D. Read many reference on the individualized reading approach. List advantages and disadvantages expressed by many specialized exponents in the field of reading.

E. Make a tentative plan for using the individualized reading approach as a supplement to the free-reading periods scheduled in the public schools.

F. Do some research on the qualifications of school libraries. What are the state's requirements, if any? Write to the State's Department of Education, Library Branch. On the basis of your local, state, and national research of trained libraries, do you feel that the classroom teacher could do much more in facilitating learning through the recreational reading of her program?

G. Some trainees often satisfactory completion of teachers education requirements have gone into school systems using a pilot program in individualized reading. In your interview with the curriculum, officials, how would you describe your procedures and practices that would be utilized in an effective individualized reading program? Make a plan for this approach. Review cluster units 006-01--006.04.

H. Write to the U.S. Office of Education and other sources for current research materials on the individualized reading approach.

///

Reading for Information: Use sources indicated in previous units of this cluster. Add others as a result of your research. Share these findings with classmates and the instructor.

Doll, Ronald D., ed. Individualizing Instruction, Washington, D.C.: Association for Supervision and curriculum Development, 1964.

Heilman, Arthur H., Principles and Practices of Teaching Reading, Columbus: Charles E. Merrill, 1967.

RDG _ 007.02

I. Objective: Teacher Trainee after completion of Cluster 006.00 will be able to analyze the school record and other sources of information to determine a child's possible reading difficulties.

II. Pre-requisite: Completion of clusters 006.00 and "A" of Cluster 007.00.

III. Pre-Assessment: Same as post-assessment listed below.

IV. Post-Assesment: Satisfactory completion and evidence as to the objective as determine by student evaluation and instructor varification.

V. Learning Tasts

A. Construct an individual reading inventory using paragraphs from books you will expect pupils in their elementary school classes to read. Select reading levels according to the criteria given to you in mimeograph form.

B. How might the individual reading inventory be adapted for use by classroom teachers? When would they have time to give it to each pupil individually? How could they secure sufficient privacy?

C. What should a teacher do with a fourth-grade pupil who reads silently with adequate comprehension but makes many errors in pronunciation when reading orally?

D. Review Unit 007.00.1 for probable cause(s) of reading difficulties and make suggestions for remedial procedures and materials.

1. Read a number of different kinds of cases; first note the diagnostic information available; then formulate your own hypothesis and recommendations for treatment, and finally read the case as it was actually carried out.

2. Participate in a case conference on a reading problem involving an exchange of information and ideas among the various participants.

3. Make a cumulative reading record that you can use in your school situation.

Reading for Information

Strang, Ruth. Diagnostic Teaching of Reading. New York: McGraw-Hill Book Company, 1969. Chapter 13 & 14.

READING TESTS ADMINISTERED INDIVIDUALLY

Individual Reading Inventory (Teacher's Record Form)

Some seeds travel
in the water.

Some seeds travel in the air.

Some seeds travel
on animals.

Some seeds travel
on people's clothes.

First Grade: "How Seeds Travel"
Questions:

1. What are these sentences about? (2 points)
2. In what ways do seeds travel? (4 points)
3. Why is it good for seeds to travel? (2 points)
4. What does travel mean? Give a sentence using the word travel? (4 pts.)

Total no. words: 23	Accuracy:
No. words correct:	90% (21)^2
No. errors:	95% (22)
Reading time (WPM)	Comprehension score:

Autumn is a busy time
in the north.
Autumn is harvest time.
Potatoes are dug in autumn.
Corn is picked in autumn.
Many crops are being harvested.

Second Grade: "Autumn's Harvest Time"
Questions:

1. What are these sentences about? (2points)
2. How is autumn described--what kind of a time is it? (1point)
3. What happens in autumn? (3 points)
4. What does harvest mean? Give a sentence using harvest or harvested. (2points)
5. Why is autumn a busy time? (2points)

Total no. words: 27	Accuracy:
No. words correct:	90% (24)
No. errors:	95%(27)
Reading time (wpm):	Comprehension score:

The U. S. Army has been buying dogs. The dogs are German shepherds. 2

The Army needs 200 dogs. The dogs will help to guard top-secret Army camps.

The Army tests the dogs before buying them. Army dogs cannot be afraid of noise. They must be smart and able to obey orders.

Third Grade: "Dogs Guard Army Camps"
Questions:

1. What are these paragraphs about? (2points)
2. How many dogs does the Army need? (1point)
3. What kind of dogs does the Army buy? (1point)
4. What tests must the dogs pass? (2points)
5. Why does the Army need dogs? (2points)
6. What does guard mean? Give sentence using the word guard. (1point)
7. What does top-secret mean? Give a sentence using the word top-secret. (1point)

Total no. words: 51
No. words correct:
No. errors:
Reading time (WPM):

Accuracy:
90% (46)
95% (48)
Comprehension score:

A giant, four-engine airplane swoops low over a burning forest in California. A "water bomb" drops from the plane. Soon, the roaring blaze is out.

A helicopter moves slowly over a newly cut forest in Minnesota. As the helicopter moves, it leaves behind a trail of small seeds.

Fourth Grade: "How Airplanes Help"
Questions:

1. What are these paragraphs about (2points)
2. How do airplanes put out forest fires?
3. How do helicopters plant new forests?
4. What do you think a "water bomb" might be like? (2points)
5. What does a swoop mean? Give a sentence using the word swoop. (1pt.)

6. How is a helicopter different from an airplane?

Total no. words: 49
No. words correct:
No. errors:
Reading time (WPM):

Accuracy:
90% (44)
95% (47)
Comprehension score:

The big jet screeches as its engines turn. It takes off with a roar and climbs swiftly into the sky.

Inside the plane, the passengers hear only a muffled sound of the jet's powerful engines. The takeoff is so gentle that travelers may not even know when the plane lifts off the ground. The jets fly at from 450 to 600 miles an hour. Travelers can go from New York to Chicago in two hours. They can travel from coast to coast in five to six hours.

Fifth Grade: "Facts about Jet Planes"
Questions:

1. What are these paragraphs about? (2 pts.)
2. How does a jet plane start? (2 pts.)
3. How fast does jets fly? (1pt.)
4. How long does jets take to go from New York to Chicago? (1pt.)
5. From New York to Los Angeles? (coast to coast) (1pt.)
6. Why is it more pleasant to be a passenger inside the jet than a person standing outside it? (2points)
7. What is the difference between a screech and a muffled sound? Give an example of each. (1pt.)

Total no. words: 87
No. words correct:
No. errors:
Reading time (WPM):

Accuracy:
90% (78)
95% (82)
Comprehension score:

Kruger Park is a wild animal preserve. The fence around the park will keep the animals in and unlicensed hunters out. The fence is one of the steps being taken to protect wild life in African countries.

Africa's wild life has been disappearing at an alarming rate. One wild-life expert says it is possible that all large animals will be gone from the continent within the next ten to twenty years.

Sixth Grade: "Protection of Wild Life in Africa"
Questions:

1. What are these paragraphs about? (2pt.)
2. Where is Kruger Park? (2pts.)
3. What use is the fence around the park? (2pts.)
4. Are there more or fewer wild animals in Africa than there use to be? (1pt.)
5. In how many years may all large wild animals be gone from Africa? (1pt.)
6. Why are steps being taken to protect wild life in Africa? (2pts.)
7. What is a wild animal preserve? Do you know of any wild animal preserves around here? (1pt.)

Total no. words: 69
No. words correct:
No. errors:
Reading time (WPM)

Accuracy:
90% (62)
95% (66)
Comprehension score:

It is better to begin testing at too low than at too high a level. The student's ability to read fluently and comprehend fully on the easier passage gives him confidence. If he feels secure, he is likely to read the passages that are at grade level better than he otherwise would.

As the student reads each paragraph, the teacher indicates his errors and jots down his responses to the questions. Usually the teacher tells the student a word on which he pauses for about five seconds or asks for help. When the same word recurs in the paragraph, the teacher can see how the student attacks a word when he meets it the second time. His failure to recognize it a second time is counted as another error. The teacher may aid the student's comprehension by asking what the word might mean in the sentence, but he does not say whether the student's response is right or wrong. Inequality of response from paragraph to paragraph is to be expected. This may be owing partly to unequal interest in or degree of familiarity with the topics. When the paragraphs become very difficult, the examiner may ask the student just to pick out the words he know. He stops before the situation has become too distressing.

If time permits, the teacher may learn more about the student's reading process by asking him about his method of reading, for example, how he got the meaning of some of the difficult words and why he had difficulty with others.

After the first oral reading the student may be asked to read the same paragraphs silently and then reread them orally. His improvement in pronunciation and comprehension is then noted. Improvement in comprehension may be due to his having the questions in mind as he reads the paragraphs.

Looking over the record later, the teacher can note the errors in word recogniyion and the quality of the student's comprehension -whether he answers questions briefly or at length, in his own words or in the words of the book; whether he reports accruately what the author says or makes up stories of his own and inserts information that was not in the paragraphs.

In a reading diagnosis the teacher usually wants to determine a student's upper and lower levels of reading ability. From the information recorded in the individual reading inventory, the teacher may estimate the student's reading level and capacity.

SUMMARY OF INSTRUCTIONS FOR ADMINISTERING THE INDIVIDUALS READING INVENTORY

1. Have a brief talk with student in a friendly, interested way.
2. Give short tests of oral vocabulary, ability to pronounce printed words, and auditory perception.
3. Use reading paragraphs as follows:
    a. Give pupil first paragraph card.
    b. Ask him to read it orally.
    c. Record errors as he reads.
    d. Ask comprehension questions; write answers as he gives them.
    e. To obtain supplememtary information, ask child to read paragraph silently, then orally again. Record changes in comprehension and increase or decrease in errors.
    f. Continue with next paragraph until frustration level is reached:
        (1) Comprehension less than 50 per cent
        (2) Inability to pronounce 10 per cent of running words
        (3) Inability to anticipate meaning
        (4) Inability to get facts
        (5) Evidence of distraction
        (6) Evidence of withdrawal
    g. Read aloud to the student other paragraphs beginning at his frustration level, ask comprehension questions.
    h. Record on form for each paragraph the number and percentage of errors in word recognition and comprehension. Summarize results on checklist, profile, or description of student's specific abilities.
4. Administer a timed silent reading test using similar paragraphs.

VALUES OF THE INDIVIDUAL READING INVENTORY

1. It is a quick and easy to see how a student is functioning in reading.
2. It informs us about his range of reading levels, i, e., what kind of book he can read independently, what kind he can read with some degree of instruction, and what kinds cause him nothing but tension and frustration. The student's independent reading level, as observed in the individual reading inventory, is generally about two years below his standardized test grade score.
3. It shows the extent of the pupil's reading problem and his specific difficulties, such as his method of word attack, his verbal fluency (the ease with which he thinks of words), and his phonetic ability.

4. It aids the teacher in grouping students for instructions and in selecting suitable reading material.
5. It makes possible a comparison between the pupil's oral and silent reading ability.
6. It makes it easy for the teacher to base instructions directly on the inventory results, since the material in the test is similar to the contents of the books that the students are reading in class.
7. It gives some indication of how a pupil can handle an oral reading situation.

Component: Sociology of the Inner-City

PM-Cluster: Understanding the target Communities (Cluster 1)

(Hafiz)

I. Major Objective: The major purpose of this proficiency module (PM) cluster is to increase the teacher trainee's understandings and skills with regard to his role and services in the community. This cluster should prepare the trainee to: (1) identify the characteristics of the community in which he will be working, and (2) to assist him in planning, executing and evaluating project activities related to his community-based education component of the program.

II. Rationale: The rationale for this module cluster is based on the assumption that students generally may have certain preconceived ideas about Norfolk's inner city. It is with this in mind, that the experiences included in this cluster have been designed. Through pursuing the PM's in this cluster, the trainee will be able to gain necessary information about the community in which will be working. In completing these modules, interns will also be developing skills with which will enable him to fomulate plans for long range community projects.

III. Terminal Objectives:

1.01 The teacher trainee will be able to describe the various types of housing within the inner-city communities of the school district and describe the environmental forces which affects the lives of the residents.

1.02 The teacher trainee will be able to name at least three churches located in the community and describe at least three church activities or functions related to the inner-city communities.

1.03 The teacher trainee will be able to describe the services offered by the various community agencies active in the inner-city area of Norfolk.

1.04 The teacher trainee will be able to identify the various life styles of the people in the inner-city communities of Norfolk.

1.05 The teacher trainee will become involved in providing long-term service for the school community, and develop a written plan of services, including objectives, activities, procedures and evaluation measures.

1.06 Teacher trainee develops better understanding and sensitivity to the background from which inner-city school children come from the lack of dignity and self-worth on the part of parents.

1.07 A teacher trainee ascertains the special needs of inner-city children, and develops a check list for use in his observation experience of these children.

1.08 Teacher trainee will become sensitive to, and describe sources of community power with special focus on the communities of the communities of the target schools.

1.09 Teacher trainee is to develop an awareness of the hypersensitiity and short attention spans of many inner-city children.

1.10 Teacher trainee becomes aware of and sensitive to the communication patterns of Negroes and Whites in America and develops a list contrasting these patterns.

Housing in the Inner-City

✓ I. Terminal Objective: Teacher trainee will be able to describe the various types of housing within the inner-city communities of the school district and describe the environmental forces which affect the lives of the residents.

II. Prerequisites: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Attend a seminar which is designed to orient the trainees to the objectives, requirements, and activities of the module.

B. Take a walk around the inner-city school communities and construct a perception map to aid in recalling feelings and impressions.

C. Visit public housing in the Norfolk Central City area and more affluent areas; compare and contrast differences and similarities that are observed.

D. Make an inventory of the available rent signs, rental advertisements, and apartment leasing.

E. Visit the homes of residents, at least one selected at random.

F. Read an historical description of housing patterns available from model cities project office.

G. Read the books, Black Chicago, and Teaching in the Ghetto School

H. Design own experiences and discuss with instructor.

V. Post-Assessment: The intern will describe in writing the different types of housing within the inner-city school communities including those environmental forces he perceives affect the lives of the residents; the quality of his description will be assessed by the instructor and/or team leader.

Churches and Church Activities in the Inner-City

I. Terminal Objective: The teacher trainee will be able to name at least three churches located in the community and describe at least three church activities or functions related to the inner-city communities.

II. Prerequisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Attend a seminar which is designed to orient the trainer to the objectives, requirements, and activities of the module.

B. Meet and interview minister, priest, or rabbi concerned.

C. Attend church activity such as bible school, picnic, church social, or any other relevant activity or program.

D. Work on a church program of your choice.

E. Read a black newspaper, Journal and Guide for at least a week and note church items related to the community.

F. Visit church-sponsored day camps if possible.

G. Get to know a family through attendance at a church activity and visit family in their home.

H. Design own experiences, and get instructor's approval.

V. Post-Assessment: Teacher trainee will describe in writing at least three churches in the intern's school community including at least three church activities or functions related to the community; the instructor and/or the team leader will assess the adequacy of that description.

Community Agencies in the Inner-City

I. Terminal Objective: Teacher trainee will be able to describe the services offered by the various community agencies active in the inner-city area of Norfolk.

II. Prerequisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Attend a seminar which is designed to orient intern to the objectives, requirements, and activities of the module.

B. Visit at least three of the following agencies and report in writing on how they serve a specific community need; carefully note the agency's attitude toward the community which it serves:

a. Salvation Army.
b. Urban League.
c. Legal Aid Society.
d. Community Action Organization.
e. Social Welfare Department.
f. Neighborhood Youth Corps.
g. S.T.O.P.
h. Children's Aid Society.
i. Urban Renewal.
j. Department of Human Relations.
k. Family Service Society.
l. Housing Opportunities Made Equal (HOME).
m. Monsignor Carr Institute, Inc.
n. Model Cities Project

C. Talk with people in the community in order to find out how much use is made of the various agencies.

D. Study the functions and services of all of the agencies and determine whether there is an overlapping of services and if so, be able to describe them.

E. Obtain pamphlets available from the agencies and determine the kinds of services available and how the agency was originated and/or developed.

F. Negotiate experiences of your choice.

VI. Post-Assessment: Teacher Trainee will describe in writing the services offered by each of the various major community agencies in his school community; the adequacy of this description will be assessed by his instructor and/or team leader.

CBP 1.04 Life Styles in the Inner-City

I. Terminal Objective: Teacher trainee will be able to identify the various life styles of the people in the inner-city communities of Norfolk.

II. Prerequisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Attend a seminar which is designed to orient the intern to the objectives, requirements, and activities of the module.

B. Visits to the following are encouraged in order to make an informal survey of the various life styles which exist in the community:

a. Picnic.
b. Tennis Clinic.
c. Playgrounds.
d. Como Park.
e. Concert at the War Memorial.
f. Laundromat.
g. Car Wash.
h. Restaurants such as Hawkins,
i. Skateland.
j. Y.M.C.A.
k. Afro-Cultural Center.
l. Studio Arena.

C. Talk to black businessmen on church street.

D. Read black newspaper, Journal and Guide.

E. Negotiate experiences of your own choice

~~V.~~
V. Resources:

-Communty Agencies and persons listed above
-Frazier: Negro Family in the U.S.
-Cowles, "The Child of the American Poor" in Perspective in the Education of Disadvantaged Children, Chapt.1.
-McGeoch and others, Learning To Teach in Urban Schools.
-Asbell, "Not like Other Children" Redbook, October, 1963.
-Klineberg, "Life is fun in a Smiling, Fair-Skinned World" Saturday Review, Feb. 16, 1963.
-Others own selections

✓

CBP 1.05 Community Service in the Inner-City

I. Terminal Objective: Teacher trainee will become involved in providing long-term service for the school community, and develop a written plan of service including objectives, activities, procedures, and evaluation measures.

II. Prerequisites: Successful completion of PM's CBP 1.01 - 1.04

III. Pre-Assessment: None

IV. Learning Tasks: In his long-term service in the school community (over a period of two years) a trainee may experience any or all of the following:

A. Volunteer services for a community center.

B. Join the school community group.

C. Organize a new service for the community.

D. Confer with cor [illegible] leaders.

199

E. Write a tentative proposal for a community group.

F. Attend school community affairs regularly.

G. Search out sources for funds.

H. Determine which community organizations have succeeded and the reasons for their success.

I. Design his own form of involvement.

V. Resources: List resources needed for effective execution of the project.

VI. Post-Assessment: Throughout the two year period, the instructor will regularly evaluate a trainee's participation in and commitment to community service and will provide the trainee with feedback in this regard.

CBP-1.06 Component: Community Based Experiences
PM-Cluster: Inner-City Community

I. Terminal Objective: Teacher trainee develops better understanding and sensitivity to the background from which inner-city shool children came and the back of dignity and self-worth on the part of parents: (Affective)

II. Prerequisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Visit a welfare Agency in the area of inner-city school community and observe the procedures people have to follow, the red tape and the waiting, and other attitudes toward people in need.

B. Interview a Social Worker, Nurse or other community Agencies personnel

V. Resources: Field-experience

VI. Post-Assessment: Write and submit to the instructor a short report on the experience with your comments on the effects of the phenomenena you observed.

CBP 1.07 Component: Community Based Experiences
PM-Cluster: Inner City Community

I. Terminal Objective: A teacher trainee ascertains the special needs of inner-city children, and develops a check list for use in his observation experience of these children.

II. Pre-requisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Read Professional literature listed below.

B. Visit Day Care Centers and School play grounds, out-patient wards of children in the Model Cities area with a view to becoming sensitive to physiological and psychological needs of children; compare your observations with other teacher trainees.

V. Resources:

Books:

-Webster, S.W., Knowing the Disadvantaged, pp. 6-53.
-__________________, Understanding the Educational Problems of Disadvantaged Learners, pp. 251-286
-Other self-selections

VI. Post-Assessment: Trainee, working under the supervision of an experienced teacher will compare and contrast his description of the needs of inner-city children.

✓CBP 1.08 Component: Community Based Experiences
PM-Cluster: Inner City Community

I. Terminal Objective: Teacher Trainee will become sensitive to, and describe sources of community power with special focus on the communities of the target schools.

II. Pre-requisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Observe a neighborhood in which an innovative or startling change has taken place or has been initiated;

B. Learn about the change agents, their problems;

C. Interview some spokesmen and if possible their supporting personnel, and gather information on problems faced, processes, used and solutions found.

V. Resources:

1. People, materials, and resources of Model Cities and S.T.O.P. Project and other community agencies.

2. Consult Community Coordinator for further suggestions and assistance.

VI. Post-Assessment: Trainee describes his findings and gives his appraisal of the change in a short report.

201

CBP 1.08 Component: Community-Based Experiences
PM-Cluster: Inner-City Community

I. Terminal Objective: Teacher trainee is to develop an awareness of the hypersensivity and short attention spans of many inner city children (affective).

II. Pre-requisite: None

III. Pre-Assessment: None

IV. Learning Tasks:

A. Observe a classroom in an inner-city school and note the movements and activities of individual children, and compare their behavior patterns with those outer-city children.

B. Observe a teacher conduct in a reading group, and notice the difference in attention span lengths of children.

C. Compare your observation notes with other teacher trainees.

V. Resources:

1. Classroom in an inner city children.

2. Observation check list.

VI. Post-Assessment: Trainee will be able to list at least five differences between inner city and suburban children.

Component: Language and Linguistic Skills
PM-Cluster: Socio-cultural Communication Patterns

I. Terminal Objective: Teacher trainee becomes aware of and sensitive to the communication patterns of Negroes and Whites in America and develops a list contrasting these patterns.

II. Pre-requisite: None

III. Pre-Assessment: Being able to cite ten contrasting patterns of comunication by Whites and Negroes in America.

IV. Learning Tasks:

A. Read the literature listed below with a view to finding answers to the following questions:

1. What are the major characteristics of language patterns of Whites and Blacks in America.

2. What is the nature of these differences?

3. What implications do these differences have on the strategies of teaching these groups, especially the Negro minority children?

B. Observe and record the communication patterns of the target groups.

V. Resources:

Books:

-Webster, Understanding the Educational Problems of Disadvantaged Learners, pp. 328-357.

-Cowles, "Language Characteristics of Disadvantaged Children", in Perspective in the Education of Disadvantaged Children, Chapter 9.

Articles:

-Sledd: "Bidialectalism: the Linguistics of White Supremacy" Elementary English 58: 1307-15. Decemebr 1969.

-McDavid: "Variations in Standard American English" Elementary English 45: 561-4, May, 1968.

-Gladney and Leaverton,"Model for Teaching Standard English, Non-Standard English Speakers, Afro-American Children", Elementary English 45: 758-63, October, 1968.

-"Sense and Nonsense About American Dialects" and "Standard English and Disadvantaged Black Children" in Teaching the Lang. Arts to Culurally Different Children, Chapter 2-4.

Component: Community Based Education

PM-Cluster: Community Service Projects

Community Project Assignments

Centers

Young Park

1. Preston Harding
2. Winifred Banks

Oakleaf

1. Kathryn Johnson
2. Cathy Hirsch

Fairlawn

1. Leroy Booth

Sherwood Forest

1. Dixie Russell
2. Elizabeth Clinton

Charlotte Street

1. Carolyn Whitmore
2. Claudine Taylor
3. Marion Smith
4. Lawrence Robinson

STOP-C.H. Mason

1. James Haufler

Berkley

1. Richard Sawin
2. Gerald Melton
3. Rosa Wynn
4. Albert Mortensen

New Projects

-New Community Project in Huntersville

1. Sharon Maulding
2. Morris Exum
3. Barbara Sommerville
4. Donna Samuelson
5. Nancy Ayer

Churches

New Calvery Baptist

1. Carolyn Carrington
2. Isaiah McDonald
3. Deborah Jones

Bank Street Baptist

1. Verna Alston
2. James Goodman
3. Maureen Haskins

Library (Blyden Branch)

1. Charles Byrd
2. Phyllis Hood
3. Barbara Hargrave
4. Ivana Terry
6. Emma Jean Morrison

Component: Community Based Education

Community Project:
Pre-service 1971

Name of Intern ______________________________

Project Places ______________________________

____

____

____

Phone: ______________________________

____

Type of Project (activity) ______________________________

____

____

____

Days of Week and Time ______________________________

____

____

____

Contact Field Person ______________________________

____

____

Team Leader Incharge ______________________________

____

Evaluation Chart*

Component: Sociology of the Inner-City

PM-Cluster: Understanding the target Communities (Cluster 1)

Record of module completion/community projects

Name of Intern____

Module Number	Team Leader Evaluation	Community Coordinator Evaluation	Final Evaluation

*Suggestions for improving this checklist are cordially invited.

Mrs. Payton and Dr. Hafiz

11. Mr. Russell V. Kelly, Chairman, Hunterville Neighborhood Assembly, 1480 Dungee Street, Norfolk, Virginia., Phone# 623-7293.

12. Mr. Alexander R. Caesar, Vice Chairman, Hunterville Neighborhood Assembly, 1416 Anne Street, Norfolk, Virginia, Phone# 622-9722.

II. Southeastern Tidewater Opportunity Project (STOP) *(627-3541) Phone, 712 Duke Street

A. Program

1. The Division of Community Development is the keystone of the total effort of the Southeastern Tidewater Opportunity Project. (STOP), Neighborhood Centers operated youth programs, cultural enrichment Clubs, employment services, volunteer tutoring program, income tax services and other services planned by residents to fill gaps in existing services.

B. Contact Persons

1. George Crawleg, Director of Southeastern Tidewater Opportunity Project.

2. Selden Winder, Director, Neighborhood Development.

3. Harvey Johnson, Administration Concentrated Employment.

4. John Christain, Administrator for Child Development Program.

5. Joe Simmons, Director of Neighborhood Youth Corps.

III. Salvation Army *627-2338 Phone, 815 Llewdlyn Avenue.

A. Program

1. The Salvation Army is a religious, charitable, non-profit organization whose officers can perform marreages and burials, administer social welfare, conduct business of the organization and spread the Gasped.

B. Contact Persons

1. Major, and Mrs. James Hipps, Commanding Officers Of Norfolk Corps.

2. Mrs. Virginia Reynolds, Welfare Secretary and Casewarker.

3. Mrs. Mickie Johnston, Secretary.

4. Mrs. Dorothy Ange, Receptionist.

IV. Young Women's Christain Association *622-5565 Phone, 253 W. Freemason Street.

*Call the above number and ask for the individual you would like to speakto.

III..

A. Program

1. The Young Women's Christain Association of the United States of America draws together into responsible membership women and girls of diverse experiences and faiths, that their lives maybe open to new understanding and deeper relationships and that together they may join in the struggle for peace and justice, freedom and dignity for all people.

B. Contact Persons

1. Miss. Janet Cates, Branch Executive Director
2. Mrs. Marguerite Jorgenson, Adult Program Director
3. Miss Barbara Smith, Teenage Program Director
4. Mrs. Billie Coiner, Residence Director
5. Mrs. Mary S. Holmes, Secretary and Day Receptionist
6. Mrs. Sallie McKenzie, Swimming Secretary
7. Miss Mary Craddock, Night Receptionist

V. Tidewater Legal Aid Society *637-3541 Phone, 712 Duke Street

A. Program

1. The Legal Aid Society has branches in most cities with free services to people who can't pay. (Legal Aid does not take divorce or criminal cases). "Legal Services Projects" of the Community Action Agencies also provide free services.

B. Contact Person

1. Mr. William Fulford, (Semiar)
2. Lester V. Moore Jr.
3. William McMahon
4. Edward Pointifex
5. Janet Burt
6. Judith Kerr
7. James Crump, Office Manger and Legal Invistigator

*Call the above number and ask for the individual you would like to speake with.

VI. Young Men Christian Association *622-7271 Phone, 812 Wood Street

A. Program

1. The YMCA tries to develop self-confidence and self-respect, appreciation of their own worth as individuals.

B. Contact Persons

1. Mr. Albert Dinkins, Director
2. Miss Louise L. Person
3. Mr. Nathaniel S. Mandy Jr.
4. Mr. Russell Handy
5. Mr. William Linyear
6. Mr. Thomas J. Scott
7. Mr. William H. Hoze
8. Mr. Frank Branch
9. Mrs. Scllian Green
10. Mrs. Annie M. Rhem
11. Mr. Joseph Porttock
12. Mr. T. H. Sheilds Jr.
13. Mr. Malcolm Avery

III. Social Service Bureau, 213 Plume Street *627-4061 Phone

A. Social Service program gives assistance to the sick, destituted or unfortunate.

B. Divisions of Aid of Social Service Bureau

1. Divising of Blind and Physically Handicapped
2. Medicaid
3. Old-Age Assistance
4. Aid to Dependent Children
5. Aid to the Permanently and totally disabled
6. General Relief
7. Aid to families with Dependent Children

*Call the number above and ask for the person you want.

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Playhouse 855-7371

NORFOLK RECREATION BUREAU
RECREATION CENTERS & PLAYGROUNDS

*BALLENTINE PLAYGROUND	2415 Ballentine Boulevard	-
*BARRAUD PARK CENTER	Ft. Barraud Avenue	441-2755
BAY VIEW RECREATION CENTER	1434 Bay View Boulevard	588-7305
BERKLEY NEIGHBORHOOD CENTER	935 South Main Street	~~441-2158~~ 543-5751
BOWLING PARK CENTER	1319 Godfrey Avenue	441-2746
CALVERT PARK CENTER	975 Bagnall Road	441-2192
CARNEY PARK CENTER	900 Meads Road	423-8422
CHARLOTTE STREET CENTER	1139 Charlotte Street	441-2455
COLEMAN PLACE RECREATION CENTER	2450 Rush Street	855-6180
*CORONADO CENTER	1025 Widgeon Road	441-2891
CROSSROADS RECREATION CENTER	8044 Tidewater Drive	588-3072
DIGGS PARK CENTER	1401 Melon Street	545-0888
EASTON RECREATION CENTER	6045 Curlew Drive	499-0616
FAIRLAWN RECREATION CENTER	1132 Wade Street	499-0717
*GATEWOOD CENTER	223 Poplar Avenue	545-1089
GRANBY RECREATION CENTER	7101 Granby Street	489-3819
GRANDY PARK RECREATION CENTER	3016 Kimball Terrace	441-2856
INGLESIDE RECREATION CENTER	948 Ingleside Road	855-4897
LANSDALE RECREATION CENTER	2412 Almeda Avenue	855-4947
LARCHMONT RECREATION CENTER	1167 Bolling Avenue	441-2793
LARRYMORE RECREATION CENTER	7600 Halprin Drive	583-2753
LEE CENTER	415 Graydon Avenue	441-2378
LIBERTY PARK CENTER	880 Merrimac Avenue	441-2956
LINCOLN CENTER	1200 Lancaster Street	545-9122(S)
LITTLE CREEK RECREATION CENTER	East Little Creek Road	588-2761
MARY CALCOTT RECREATION CENTER	180 Evans Street	588-2141
MERRIMAC PARK RECREATION CENTER	8809 Monitor Way	588-4227

Pine Ride 602-453

Lakewood 853-745

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Leathers

210

RECREATION CENTERS & PLAYGROUNDS
PAGE 2

*MONROE CENTER	2910 Newport Avenue	441-2894
OAKLEAF PARK CENTER	1701 Campostella Road	545-1785
OAKWOOD CENTER	900 Asbury Avenue	855-5222
OCEAN VIEW RECREATION CENTER	601 E. Ocean View Avenue	588-4850
*OCENAIR PLAYGROUND	600 Dudley Avenue	-
*POPLAR HALLS PLAYGROUND	5523 Pebble Lane	-
*RIVER OAKS PLAYGROUND	Roslyn Drive	-
ROBERTS PARK CENTER	2726 Monrovia Drive	441-2691
SARAH CONSTANT RECREATION CENTER	9501 Mason Creek Road	583-3492
SEWELLS POINT RECREATION CENTER	7928 Hampton Boulevard	423-6435
SHERWOOD FOREST RECREATION CENTER	3051 Sherwood Forest Lane	855-5825
*SHOOP PARK PLAYGROUND	Shoop & St. Mihiel Avenue	-
STUART SCHOOL CENTER	446 Virginia Avenue	627-0380
TARRALLTON RECREATION CENTER	2080 Tarrallton Drive	588-5144
YOUNG PARK CENTER	Olney Road & Cumberland St.	441-2754
YOUNG PARK GYM	450 E. Olney Road	441-2692
* JAMES MADISON SCHOOL (CENTER)	1091 W. 37th. St.	441-2597
* JOHN T. WEST SCHOOL (CENTER)	1425 Bolton Street	441-2897

* SUMMER CENTERS

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TEACHER CORPS

Component: Community Based Education

PM Cluster: Community Service Projects

Suggested Agencies for Community Projects

I. Neighborhood Center

  A. Berkley - 925 Melon Street
  phone - 543-5751

  B. Types of Programs

    1. Mental Health
    2. Recreation
    3. Continued Education
    4. Sewing
    5. Story Hour
    6. Cake Decorating
    7. Ceramics
    8. Women's Night (Wednesday - Gymnastics)
    9. Men's Night(Thursday - Physical Fitness)
    10. Swimming (To be checked)

  C. Time

    a. Mon. - Fri. 9:30 - 5:00

    b. Evening - 7:30 p. m. - 9:00 p. m. (Tues. - Thurs.)

  D. Person to Contact

    1. Mr. White

  E. Number of people

  Staggered Time involving all interns.

II. Churches

  A. New Calvery Baptist

  B. Types of Programs

    1. Story Reading

    2. Games

    3. Role Playing

    4. Trips

  C. Person to Contact

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2/2

Mrs. B. Langston

D. Time

7:00 a. m. - 6:00 p. m.

E. Number of People

Total 5 (3 Girls)
(2 Boys)

A. Bank Street Baptist

B. Types of Programs

1. Arts and Crafts
2. Music
3. Games
4. Stories

C. Person to Contact

Mrs. Lena Davis

D. Time

8:00 a. m. - 5:00 p. m.

E. Number of People

Total 3 (at least 1 male)

III. STOP Center (15 children in each center)

A. C. H. Mason Memorium

B. Types of Programs

1. Same as church

C. Person to contact

Mrs. J. Boyette or Mrs. Gratia Mitchell

D. Time

8:00 a. m. - 4:30p. m.(8:00 - 12:00 / 2:30 - 4:30)

E. Number of People

No specific number

Chrisitian Temple -

Titustown Elementary -

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St Helena -

St. John _

IV. Recreation

- A. Barraud Park - Barraud Avenue
- B. Charlotte Street Center - 1139 Charlotte Street
- C. Coronado Center - 1025 Widgeon Road
- D. Ballentine - 2415 Ballentine Blvd.
- E. Poplar Halls Playground - 5523 Pebble Lane
- F. John T. West - 1425 Bolton Street
- G. Berkley Center - 935 South Main Street

V. Library

- A. Blyden Branch
- B. Types of Programs
  - 1. Tutorial Program
    - a. Reading
    - b. Math
  - 2. Tours
- C. Person to Contact

  Mrs. Johnson
- D. Time

  10:00 - 5:00
- E. Number of People

  Possibly 10 - 15 in a group

Submitted by,

Cecelia Wilkerson
Jacqueline Worthington
Barbara Leathers

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2/5

2. Dale, Edgar, Audio Visual Methods in Teaching, 3rd ed. Holt, Rinehart and Winston, New York, 1969, Pg. 323-338.

3. Brown, James W., Lewis, Richard, A. V. Instruction: Materials and Methods, McGraw-Hill, New York, 1959, pg. 278-284.

4. Section on bullentin boards from practically any methods book.

D. Scan bullentin board booklets.

E. View a collection of bullentin board.

F. Free choice activity

G. View following films:

1. Better Bullentin Boards

2. Bullentin Boards Curriculum Center

VI. Resources:

(Listed under experiences)

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216

Component - Programs and Practices

PM Cluster - Instructional Aides and Materials

16 mm Sound Projector - Bell and Howell

Model #552

PP 1.02

I. Objective:

Given a Bell and Howell 16mm projector model 552 the student will:

a. Identify 15 of the 23 essential parts.

b. Mount front and rear reels.

c. Manually thread film into projector and show 3 minutes of film using correct focus, volume and tone.

d. Manually unthread the film out of projector.

e. Rewind film onto feeder reel.

f. Thread machine using self threading option.

II. Rationale:

The trainee must have the ability to perform above tasks in order to use the hardware with ease in an instructional situation.

III. Instructional Experiences:

See I above, Machine available in IRC (Room NE. 108)

IV. Pre-Assessment:

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217

Component Programs and Practices

PM Cluster - Instructional Aids and Materials

Solid State Cassette Tape Recorder

PP 1.03

I. Objective

Given a Solid State Cassette Tape Recorder AIWATP-728 and a blank cassette, the trainee will:

a. Set up the equipment for recording and playback.

b. Prepare a two minute tape of his own voice.

c. Play tape back starting from beginning and adjusting volume and tone.

II. Rationale:

The trainee must have the ability to perform the above tasks to use the hardware with ease in an instructional situation.

III. Experiences:

See objective I a, b, c.

IV. Post-Assessment:

Given Solid State Cassette Tape Recorder the trainee will:

a. Set up the equipment for recording and play back.

b. Prepare a two minute tape of his own voice.

c. Play tape back starting from beginning and adjusting volume and tone.

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218

Observation Form

INTERN ______________________________

Date ______________________________

School ______________________________

Class ______________________________

1. What curriculum materials were being used?

2. What lesson did you observe?

3. How were the pupils motivated for the lesson? (games, poem etc.)

4. How were the pupils encouraged to participate in the activity?

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10. What was the rapport between teachers and pupils?

11. What was the physical arrangement of the classroom?

12. How were the learning centers organized?

13. What materials were seen in the centers?

14. Did pupils use the center independently or did they have to be constantly encouraged by adults?

15. What was your opinion of the total school social climate?

    a. teacher - to - teacher realtionship

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220

ATTENTION

NORFOLK TEACHER CORPS
TEAM LEADERS AND INTERNS

July 30, 1971

8:30 - 11:30 All Schools

1:30 - 3:30 Discussion Groups

Leaders	Schools	Room
Boyce, Parham	Larchmont, Roberts Park	102
Leathers, Bunch	St. Helena, Young Park	104
Wilkerson, Worthington, Turner	Lee, Taylor, Tidewater Park	Lecture

August 2, 1971

8:20 - 10:30 Observation

Schools - Lee, Young Park, Tidewater Park, Larchmont

11:00 - 12:00 Meeting of interns and Team Leaders with Mr. Clarence Walker

1:45 - 2:45 General Meeting with Mr. Clarence Walker(Lecture Room)

August 3, 1971

8:30 - 11:00 Observation

Schools: Walter H. Taylor, Roberts Park, St. Helena

1:00 * Demonstration Lessons - (Experience Stories)

Leaders: Mrs. Bunch

Miss Turner

*Films

220

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Schools: Walter H. Taylor, Roberts Park, St. Helena

1:00 * Demonstration Lessons - (Experience Stories)

Leaders: Mrs. Bunch

Miss Turner

*Films

OFFICE OF [illegible]
Norfolk State College

[illegible]
1969

2 2

OBSERVATION INVENTORY

(Name) (Major) (Area)

(Grade/Subjects Taught) (School)

(Cooperating Teacher (Date)

			1 Excellent	2 Above Average	3 Average	4 Weak	5 None
1.	OBJECTIVES	clear, relevant, accepted					
2.	PLANS	appropriate, detailed, flexible					
3.	CONTENT	adequate, relevant, interesting					
4.	MOTIVATION	pupil's attention, introduction, commitment					
5.	PREPARATION	organization, activities, aids					
6.	PRESENTATION	clear, emphasis on key points, instruments					
7.	PARTICIPATION	thoughtful questions, discussions, builds, clarifies					
8.	SUMMARY	generalizes, reviews, concludes					
9.	EVALUATION	appropriate techniques					
10.	MANAGEMENT	attention, harmony, praise, humor, discipline, encouragement					
11.	PROFESSIONAL QUALITIES	appearance, voice, diction, attitude, confidence, enthusiasm					
12.							
13.							
14.							
15.							

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

(Date)

(College Supervisor)

(TO BE RETURNED TO THE OFFICE OF STUDENT TEACHING AFTER EACH OBSERVATION)

SCHOOL OBSERVATION ASSIGNMENTS
NORFOLK TEAHCER CORPS
SUMMER 1971

TIDEWATER PARK

Team Leader - Janie Turner

Interns
Verna Alston
Nancy Ayer
Winifred Banks
Charles Byrd
Carolyn Carrington

ROBERTS PARK

Team Leader - Harriette Parham

Interns
Leroy Booth
Phyllis Hood
Leonard Clark
Isaiah McDoanld

LARCHMONT

Team Leader - Martha Boyce

Interns
Claudine Taylor
Dixie Russell
Richard Sawin
Morris Exum

YOUNG PARK

Team Leader - Anne Bunche

Interns
Marion Smith
Rosa Wynn
Elizabeth Clinton
Sharon Maulding
Emma Jean Morrison

ST. HELENA

Team Leader - Barbara Leathers

Interns
Barbara Hargrave
Albert Mortenson
Lawrence Mortensen
Cathy Hirsch
Carolyn Whitmore

TAYLOR

Team Leader - J. Northington

Interns
Maureen Haskins
Katheryn Johnson
Charlotte Hale
James Haufler
Preston Harding

LEE

Team Leader - C. Wilkerson

Interns
Donna Samuelson
James Goodman
Barbara Sommerville

Orientation

Teacher Corps Modules

TC 1.01

Objective: Trainee should be able to identify the major objectives of the Norfolk Teacher Corps Program (NTCP) and compare them with the Teacher Corps objectives at the National level.

Prerequisite: Selection as Corpsmember

Instructional Activities:

1. Attend orientation sessions.
2. Read appropriate pages of the NTCP proposal.
3. Discuss these objectives in a small group setting.
4. View slide set on competency based on Teachers Education.

Materials:
- Teacher Corps Guidelines
- NTCP Proposal (handout attached).

Time: 1 - 2 hours

Setting: General class/ individual

Evaluation: Completion of the tasks assigned to the satisfaction of the trainee and verification by NTCP staff.

Teacher made materials 224

SECTION II. OBJECTIVES FOR INSTITUTIONAL CHANGE AND SYSTEMATIC PLAN FOR TEACHING OBJECTIVES*

1.00 Major Objectives for the School System:

The major objective of the school system for participation in the proposed Teacher Corps Program is to strengthen and improve the educational opportunities for disadvantaged children in grades one through three in five target schools in particular, and through these schools, in the entire school system in general.

Sub-Objectives: The overall objective for the school system may be divided into the following sub-objectives:

1.01 To develop through the use of Teacher Corps a pattern of internship in which teacher trainees work in a "total school" situation in which theoretical knowledge can be applied and tested and where competency in teaching skills can be developed and assessed.

1.02 To develop the five cooperating target schools into possible Portal Schools in which the internship and other field-oriented experiences such as micro-teaching and tutoring may be provided for teacher trainees and inservice teachers (See details on the Concept of "Portal Schools" in Appendix); Teacher trainees will have opportunities of using these portal school for laboratory experiences on a continued basis even after the conclusion of 6th cycle Teacher Corps Program.

1.03 To expand and strengthen the Cluster Teaching Concept through the use of team structure in which interns and other school personnel may work with experienced teachers as team leaders. These team leaders will be responsible, in partnership with college personnel, for the guidance of interns in development of teaching competencies and in professional growth. The team structure will also provide training experiences in supervision and peer support, as well as enhance a sense of commitment which is so necessary for cooperation in the development of special curricula and new instructional strategies to be employed through the use of differentiated teaching roles.

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* See Section XII on Program Evaluation for evidence on achieving these objectives.

1.04 To establish and support a program of staff differentiation; through the use of the Teacher Corps Program, special leadership and professional competencies will be identified for team leaders so as to enable them to develop these competencies necessary for moving into leadership positions within the school system--positions such as helping Teachers, Supervisors, Team Leaders, Assistant Principals, curriculum Specialists, and others.

1.05 To implement new curricula, through an individualized, linguistically-oriented language arts and reading program, for economically and educationally disadvantaged children in grades one through three in target schools.

1.06 To permit teacher trainees the opportunity to apply their competencies in an additional new curriculum area-in social studies which emphasizes Black Studies, self-awareness and human relations approach for children in grades one through three in the target schools.

1.07 To facilitate the process of evaluating the educational opportunities provided for boys and girls in the school system by helping teachers develop the necessary competencies for evaluation.

1.08 To create an educational environment conducive to raising the aspirations of disadvantaged elementary school children through the designing, development and use of special teaching strategies and materials for use in the new reading and language arts program and in the new reading and language arts program and in the new social studies program. Materials to be developed and used will include slides, filmstrips, programmed workbooks, sets of transparencies, special instructional modules, and other materials which relate specifically to the needs and background of the children from low income families.

1.09 To assist with expansion of early childhood education in Norfolk through implementation of selected Follow-Through program approaches such as At-Home work with parents, Cross-Age Tutoring, training older boys and girls to provide stimulation activities for preschool sisters and brothers, and other activities to be decided on by parents, interns and teachers.

1.10 To provide concentrated assistance to school children at the critical levels of first and second grades through a supplementary After-School tutorial program in oral language development. This After-School Program will be conducted in such locations as Community Centers, Housing Projects and Churches.

1.11 To provide, at the third grade level, an experimental program designed to enhance the development of positive male ego for young disadvantaged boys. Activities in the experimental program will be based on the report of work with young Negro boys by Dr. Leland D. VanDaele of the Child Development Laboratory at the University of Illinois.

1.12 To provide special inservice training workshops and institutes to help regular school staff personnel develop competencies needed for work in team teaching units.

1.13 To identify and provide training programs for specific competencies needed by teachers who work in schools serving low socio-economic areas in the Norfolk Public School System.

1.14 To demonstrate the professional teamwork of multiracial teams of interns, team leaders, and regular teachers and instructional staff for college and community based elements of the program.

2.00 Major Objective for College:

The major objective for Teacher Corps Program at Norfolk State College is to initiate a long-term development effort on building a competency-based, field-oriented, and individually-paced teachers,of high quality for disadvantaged children in grades one through three.

Sub-Objectives:

2.01 To transform a major portion of the traditional course-structure of the elementary teacher education professional curriculum into systematically designed components which will contain proficiency modules based on performance criteria in order that the preparation program focuses primarily on preparing disadvantaged college students to overcome their own learning problems and thereby to become particularly effective teachers of equally disadvantaged elementary school children.

2.02 To develop, in cooperation with the Norfolk School System, specifications for desired teacher competencies, and to design and conduct individualized, self-paced program for helping trainees to develop the competencies so identified.

2.03 To design and implement an extended internship program for teacher trainees which will allow maximum relation of theory to practice and provide for tryout and continuous revision of ideas and strategies developed by teacher trainees in the instructional modules. The internship will also afford improved educational opportunities for the children in the target schools by arranging for them far more adult instructional guidance in the classrooms than in the traditional program.

2.04 To implement a program of instructional teams and differentiated staffing at the college level. To do this, proficiency modules (PMs) for Teacher Corps trainees will be developed and guided by interdisciplinary teams of college instructors.

2.05 To develop and pilot test instructional modules in order to provide teacher trainees with a self-paced, individualized professional education sequence. Modules will be developed for all of the traditional education courses over a five year period as projected in the time-table on page 18.

2.06 To establish "Seminar and Work Centers" in the cooperating schools for use by Teacher Corps interns and inservice teachers in order to facilitate the development and production of instructional modules and materials for children on the pattern and types of training activities conducted by the college staff as a consequence of teach-as-taught principle.

2.07 To devise and use a program of self-correction and systematic revision of the teacher education program, as well as the progress and performance of the corpmembers. This program of evaluation will feature provisions for re-cycling students through alternative instructional strategies until the desired level of competency is reached, as well as provisions for changing and improving the teacher education program elements to keep it relevant and valid interns of student and societal needs.

2.08 To establish a stronger coalition relationship than present with the Norfolk City School System and the various school communities in order to capitalize upon the resources of all groups on the preparation of teachers for the real world.

2.09 To develop the five cooperating target schools into possible Portal Schools to be the field centers for training and retraining teachers for the disadvantaged children. (See Appendix for details on the concept of Portal Schools).

2.10 To develop and implement a plan through which teacher trainees may earn college credit for their training and work in the school and communities.

2.11 To involve interdisciplinary teams of college instructors in the inservice training of target school teachers and school community personnel.

2.12 To expand the use of public school staff and community members as resource persons and adjunct teacher trainers in college based teacher education program.

2.13 To work with the Division of Teacher Education and Certification of the Virginia State Board of Education to move toward increased use of criteria based upon teacher performance on behavior and the products of teacher behavior in the certification program of Norfolk State College graduates.

2.14 To plan and design additional improvements for the future teacher education (and overall) program beyond the immediate objectives of the sixth cycle activities.

3.00 Major Objective for the Community:

The objective of the community based component of the Teacher Corps Program is to increase and improve the involvement and support of parents and the community in the education of young children, as well as to increase the involvement of teacher trainees and in-service teachers in the community related educational, recreational and civic activities.

Sub-Objectives:

3.01 To provide the administrative organization and leadership for community-based, volunteer-assisted programs of education involving teachers, trainees and community persons.

3.02 To provide training programs for parents and community representatives for volunteer-assisted programs for children and adults, both in and out of school situations.

Teacher Corps Modules

TC1.02

Objectives: Trainee should be able to demonstrate that he (a) knows the names of the participating agencies sponsoring the NTCP, (b) knows the names of the personnel from these agencies who are directly involved in NTCP, and (c) has visited the various instructional resources and facilities of the agencies which will be available to him for use in the program activities.

Prerequisite: None

Instructional Activities:

A. Attend orientation session

B. Confer with staff of the agencies (colleges, school system, and community)

C. Take a tour of the instructional resources and physical facilities of the college schools and community.

Time: 2-3 hours

Setting: General class/Individual

Materials: Handouts listing personnel, agencies and facilities

Evaluation: Successful completion of the PM tasks.

Teacher Made Materials 230

NORFOLK TEACHER CORPS STAFF

A. COOPERATING AGENCIES:

1. Norfolk State College
2. Norfolk City Schools
3. Norfolk Inner-city Communities
4. Model City Program

B. PERSONNEL INVOLVED:

1. Norfolk State College

   - Dr. Roy A. Woods, Dean of Academic Affairs
   - Dr. Elaine Witty, Director
   - Mr. John Frank Smith, Associate Director
   - Dr. M. S. Hafiz, Program Development Specialist
   - Miss Edwina Battle, Instructor
   - Mrs. Mamie Ratliff, Instructor
   - Mrs. Pearl Henry, Instructor
   - Mrs. Juanita Payton, Community Coordinator

2. Norfolk City Schools

   - Mr. E. Ralph Newton, Norfolk City Schools, Director, Elementary Education

   Team Leaders

   -

   - Mrs. Martha S. Boyce
   - Mrs. Anne V. Bunch
   - Mrs. Barbara D. Leathers
   - Mrs. Jacqueline Northington
   - Mrs. Harriette Parham
   - Miss Janie Turner
   - Mrs. Cecilia Wilkerson

   Curriculum Specialists

3. Community Agencies and Personnel:

   - Community coordinator
   - Model cities personnel
   - Southeastern Tidewater Opportunity Project (STOP) Personnel
   - Parents from Project Schools

Teacher Corps Module

TC1.03

Objective: Trainee will familiarize himself with the roles and responsibilities of team leaders in the Teacher Corps Program, and suggest ways by which these roles can be effectively performed.

Pre-requisites: Completion of modules TC1.01-2

Instructional Activities:

A. Read appropriate page from NTCP proposal on the role of the team leaders.

B. Discuss in small groups as to the ways and means for meeting these responsibilities.

C. Develop cooperatively a list of priorities and actions and activities in order to prepare team leaders to meet these roles.

Materials:
-NTCP Proposal
-Perspectives on the role of the Teacher Corps Team Leader by unity of Toledo.

Time: 2-3 hours

Setting: Small group/individual

Evaluation: Successful completion of the tasks assigned above.

Teacher Made Materials

232

SECTION VI. TEAM LEADER TRAINING AND RESPONSIBILITIES

1.00 Role of the Team Leader

The training program for team leaders in the Teacher Corps Program will be focused upon helping them to sharpen their skills for the following roles:

1.01 To serve as master teachers in demonstration teaching under both conventional but more importantly differentiated patterns of organization.

1.02 To demonstrate superior skills as supervisors of trainees, and to provide professional partnership and assistance according to each trainee's needs

1.03 To demonstrate group interaction and human relations skills in order to facilitate harmonious working relationship with the school, community and college personnel

1.04 To be sensitive and receptive toward curriculum change and new instructional strategies

1.05 To serve as in-school, on-the-spot teacher trainers by providing interns the needed instruction and support by taking part in the retraining of regular teachers, teacher aides for the new curricula and by testing innovative teaching strategies to be introduced through the proposed Teacher Corps Project

1.06 To serve as heads of the team model which will be developed and implemented in the program; team leaders will serve as liaison with the two other teachers and six (6) interns in the team model, and/or with other regular teachers and specialists as necessary

1.07 To demonstrate the willingness and to develop and demonstrate the competencies necessary for them to move into more responsible positions within the Norfolk City School System: to be able to play such leadership roles as heads of the differentiated staffing groups, in-service education activities, curriculum specialists, assistant principals, instructional supervisors, master (helping) teachers for beginning teachers, and other such roles which represent higher level career opportunities within the system.

2.00 Career Opportunities

The Norfolk City School District has specified the following positions as potentially open to team leaders who demonstrate special leadership competencies after completion of the Teacher Corps Project:

2.01 Curriculum specialists

2.02 Team leaders in differentiated staffing organization

2.03 Assistant principals

2.04 Instructional supervisors

2.05 Helping teachers

3.00 Instructional Program

Though a Master's degree, however preferable, will not be required, team leaders will be selected on the basis of, among other things, their demonstrated superior teaching for at least three years and evidence of some advanced graduate work toward a Master's degree. A program of continued in-service advanced training will be developed and made part of the Teacher Corps Program. Under the proposed team model, two additional alternate team leaders will be recruited for participation in the Pre-Service phase in order to allow for any possible changes. Such a change might become necessary if at the end of pre-service phase or first year of service levels of needed competencies have not been realized and/or may be necessitated by other external factors.

The school and college personnel together will work on the development of a program of advanced training for team leaders in such areas as the following:

3.01 Areas of study

3.01.01 Orientation

3.01.02 Leadership roles

3.01.03 Group dynamics and human interaction skills including those skills, behaviors and attitudes necessary to gain access to an acceptance with parents and the local community.

3.01.04 Leadership roles in the community based programs--tutorials for children and parents, and other enrichment activities; health, safety, and sanitation programs.

3.01.05 Development, execution and revision of program instructional materials in a competency-based, community-oriented teacher education program.

3.01.06 Curriculum development and instructional improvement through the use of team teaching and differentiated staffing patterns.

3.01.07 Direct training of team leaders in the feedback systems, especially in the use of video-tape equipment.

3.02 Process and structure of team leadership training.

3.02.01 The formal study and inservice education program will be a self-paced and competency-based, as well as community-oriented.

3.02.02 In addition to earning six (6) hours of credit during the preservice phase, the inservice education program will be continuous and will receive due credit which will accumulate to about twenty-four (24) semester hours by the end of the program. The graduate credit for team leaders' training will be arranged through this college's cooperative program with Old Dominion University which is already in operation.

3.02.03 The structure of the program will be small group seminars and individual study contracts.

4.00 Supervision of Team Leaders' Training

The proposed associate director of the Teacher Corps Project, Dr. M. S. Hafiz, who will serve full-time with the Teacher Corps Project, will be responsible for implementing the training program for team leaders.

5.00 Team Leader Evaluation

Evaluation of any time, to be effective, must be continuous, cooperative, and comprehensive. This principle of evaluation will serve as the guideline for the methods and instruments of evaluation to be used in this program. Three types of evaluation will be used in assessing the effectiveness of the team leaders such as the following:

5.01 Self-assessment by team leaders in terms of the behaviorally stated objectives of the project.

5.02 Performance effectiveness of team leaders as perceived by interns, regular teachers, principals, college staff and other cooperating personnel as indicated by their response on checksheets, observation guides, and other specially designed instruments.

5.03 Evaluation of team leaders' participation and performance in-service training programs especially organized for them.

The instruments of evaluation will be multiple-type and will be developed cooperatively by team leaders and other participating college, school and community personnel. Extensive use will also be made of the video-tape equipment for feedback and continuous improvement of teaching and interaction behaviors.

Teacher Corps Modules

TC1.04

Objective: Trainee should be able to understand the philosophy and approach behind the Comprehensive Elementary Teacher Education Models (CETEMS)

Prerequisite: None

Instructional Activities:

1. Attend a session on introduction to the models
2. Study Reader's Guide to the Models.
3. Look through the original Phase I reports of the models.
4. Develop a list of salient features of the models which distinguish them from the current teacher training programs.
5. View the [illegible] Slide Tape Presentation

Materials:
-Reader's Guide to CETEMS
-CETEM Phase I Reports
-[illegible] Slide-Tape Presentation Competency Based Teacher Education (Weber).

Time: 3-4 hours

Setting: Group and individual

Evaluation: Successful completion of the module tasks.

Component: Program and Practices

PM-Cluster: Teacher Corps Orientation

Teacher Corps Modules

TC1.05

I. Objective:

Teacher-trainee will develop a list of generalizations about a competency-based teacher education program vs. the traditional one by giving an example of each of these approaches; he will further describe in a small group discussion session his perception of these approaches and how they affect him as a trainee.

II. Pre-requisite:

None

III. Pre-assessment:

Evidence as to the successful completion of TC1.04.

IV. Instructional Activities:

A. Attend a lecture session

B. View slide set by Weber and others.

C. Read Handbook on Developing Instructional Modules...programs by Weber and others.

D. other-negotiable

V. Resources:

As listed in #IV above.

VI. Post Assessment:

Achievement of objective as evidenced by trainee's self-evaluation, groups evaluation and instructor's verification.

238

Relating Effectively to Children and Parents
Strengths and Weaknesses of Disadvantaged Youth

Objective:

Trainee will demonstrate a more intimate knowledge of children and parents and will be better able to interpret their verbal and non-verbal behavior as a result of interaction in the community.

Prerequisite:

Trainee will be interviewed by Team Leaders to assess the intern's level of competence relative to the objectives.

Instructional Activities:

1. Attendance at social, religious and civic affairs in the community.
2. Role playing situations involving use of verbal and non-verbal behavior.
3. Discussing life situations of the community in small groups
4. Taking observational trips into the community.
5. Help a family or some member of a family meet an identifiable need.
6. Writing a paper delineating the current problems of the target community in the light of historical background.
7. Interview a parent using guidelines given to you by the instructor, emphasis on school programs as well as community agencies and facilities.
8. Attend a lecture on teacher-parent-child relationships.
9. Visit some community agencies and find how these have affected the lives of the residents.

Post-Assessment:

Intern will describe in writing results of interviews and tests and include environmental forces which he preceives as contributors to the lives of the residents.

Quality of the description will be assessed by the team leader.

How to Reinforce Children

Objectives

Trainee should be able at the end of this module to:

1. Demonstrate the use of a variety of social and activity reinforcers.
2. Make his praise descriptive rather than evaluative.
3. Specify the steps required to set up a token system
4. Design a token system to deal with a number of problems.

Pre-Assessment

Pre-assessment procedure will consist of a pencil and paper test which examine the student's knowledge of reinforcement. An example of such a test is presented on the page following the description of this module.

Instructional Activities*

1. Make a list of reinforcing activities which might be used by a teacher. There are no fixed answers. Bring this list to the next group discussion.
2. Design a possible reinforcement system for the following situations. Be prepared to discuss your answers in a group discussion.
3. Attend a lecture on reinforcement.

240

Strategics for Classroom Management

Objectives

Trainees will be able to:

- a. see more efficient ways of setting up the physical environment of the classroom.
- b. plan a sequence of activities that help support each other.

Pre-assessment

On the page following the description of this module—an example of the type of paper and pencil test which constitutes the pre-assessment is presented.

Instructional Activities

1. Participate in a class discussion using guide questions on course handout.
2. Explain in detail the difference between escape behavior and advoidance behavior.
3. Specify one of the procedures for using punishment effectively.

Component: Social Studies
PM-Cluster: Group Process (I)

241

I. Terminal Objective

After having participated in the two day workshop (conducted by Sam Yarger), teacher trainee will analysize elements of group processes involved in the team teaching sessions.

#

II. Pre-requisite

Selection as a Team Leader

III. Pre-Assessment:

None

IV. ~~Instructional Activities~~ Learning tasks

A. Attend a lecture session

B. Participate in role playing sessions as parts of the workshop program.

C. View the video tape presentation

D. Read handout materials

V. Resources Materials

Package of materials and video tape materials brought out by Dr. Yarger.

VI. Post-Assessment

Trainee will participate in a role playing session, and will present an analysis of roles played by one member of the group.

Component: Program and Practices
PM-Cluster: Team Teaching

TC1.06

I. Objective:

Following his participation in the two day workshops to be conducted by Dr. A. Onink, teacher trainee will describe the chief characteristic of the team teaching approach in a multi unit approach; he will further describe in a group discussion the implications of this approach for NTCP team teaching operation with special reference to Individually Guided Education (IGE).

II. Pre-requisite:

Selection as a corpsmember

III. Pre-Assessment:

None

IV. Instructional Activities:

A. Attend a general lecture

B. View films

C. Read prescribed materials

V. Resources:

1. Dr. Allan Onink, Principal Schulte Elementary School, Racine, Wisconsin, a consultant.

2. Sets of films, slides

3. Review IDEA materials

    (a) Unit operation and roles

    (b) Principal's Handbook

    (c) Multiunit Elementary School

    (d) IGE, Implementation Guide

VI. Post-Assessment:

Trainee will develop a tentatively suggested multi-unit organizational plan which may reflect the operational use of team teaching approach for IGE, and present it to the group for discussion.

(f) the primary purposes, advantages and disadvantages of differentiated staffing

3. The trainees will be able to identify by listing the materials and resources necessary for the effective operation of team teaching organization which they will be a part of. They will develop an understanding of:

    (a) the limitation and advantages of multi-media instructional aids

    (b) the ways in which multi-media can facilitate team teaching

    (c) the types of school facilities and equipment which are appropriate for the effective operation of team teaching organization

    (d) the role of the Reading and Resource Center

4. The trainee would be able to understand the philosophy and mechanics of grouping children for instruction in team teaching with special focus on:

    (a) the major purposes of grouping children for instruction

    (b) grouping as a means for individualizing instruction

    (c) the factors to be considered

    (d) the advantages of heterogeneous and homogeneous grouping

    (e) the relative merits of various types of grouping.

5. The trainees should be able to understand and describe the role of team teaching as a facilitating factor for non gradedness, with emphasis on:

    (a) the philosophy and advantages of nongraded organization for children and teachers

    (b) relationship of team teaching in a nongraded and graded school

    (c) evaluation of pupil progress

6. The teacher trainees should be able to describe the means and measures of evaluation of team teaching and children's progress

7. The trainees should be able to understand and meet the pre-requisite conditions for good planning sessions in team teaching; with special attention to such factors as:

    (a) the decision making process,

    (b) the basic issues involved,

    (c) time element involved,

    (d) the need ways of continous professional growth,

    (e) feedback and evaluation system and instruments of evaluations.

III.

Pre-requisite:

Selection as Corpsmembers

test
Pre-task:

Ask instructor before undertaking learning tasks related to each of the above terminal objectives.

Learning Tasks:

-Study: Self-instructional, multi-media package listed below.

-propose a plan of action procedures which might be helpful in effective organization of NTCP team teaching structure.

-Discuss major finding with your group.

Resources:

-Study the self-instructional, multi-media package of materials on team teaching written by L.J. York; there are seven units in the series, each of these seven corresponds with each of the above mentioned terminal objectives in # III of this Cluster.

-Multi-Unit Elementary School, package of materials put out by I/D/E/A.

Post-Assessment:

-completion of the learning tasks mentioned above

-post-tests at the completion of the learning tasks for each terminal objectives; these are a total of seven short tests; ask the instructor for it when you are ready for the test.

246

COMPETENCY - BASED ELEMENTARY TEACHER EDUCATION PROGRAM
NORFOLK STATE COLLEGE, NORFOLK, VA. 23504

EVALUATION GUIDE FOR CHECKING MASTERY

BASIC TEACHING COMPETENCIES (skills, behaviors and attitudes)

NAME OF STUDENT ______________________________
EVALUATOR(S) ______________________________
____
____
____

Developed by Dr. M. S. Hafiz in cooperation with
Teacher Corps faculty and corpsmembers.

SPRING, 1972

Evaluation Guide -- General Teacher Behaviors

	UNSATISFACTORY 0	BELOW AVERAGE 1	AVERAGE 2	ABOVE AVERAGE 3	OUTSTANDING 4
1. Exhibits appropriate enthusiasm and interest when working with pupils					
2. Exhibits appropriate emotional behavior (self-control, restraint) when working with children					
3. Has acceptable on-the-job appearance					
4. Is punctual in observing time schedule, assignments and in meeting responsibilities					
5. Has adequate physical health					
6. Observes poise, maintains composure, and appears relaxed in classroom					
7. Possesses a pleasant voice (warmth, friendliness)					
8. Exhibits correct and clear speech habits					
9. Uses acceptable grammatical usage generally					
11. Can take constructive criticism gracefully and uses for self-improvement					
12. Shows patience and understanding in working with children					
13. Attempts to maintain harmonious relations with others (staff, pupils).					
14. Is resourceful and demonstrates creativity in planning and teaching					
15. Is generally responsible and dependable					
16. Is interested in professional matters(PTA,SNEA, VEA, EAN & other professional organizations, meetings)					
17. Maintains satisfactory social conditions(minimum of conflicts, tensions etc.)in classroom					

	UNSATISFACTORY 0	BELOW AVERAGE 1	AVERAGE 2	ABOVE AVERAGE 3	OUTSTANDING 4
18. Is sensitive to, and attempts to maintains appropriate, physical conditions in, the classroom(light, Temperature, seating,etc.)					
19. Reads stories to pupils					
20. Tells stories to pupils					
21. Selects appropriate contect for pupils' levels of ability and interest					
22. Assists pupils in selecting appropriate contents, tools and equipment					
23. Helps and teaches pupils how to use equipment, materials carefully and correctly					
24. Prepares and utilizes instructional modules to facilitate self-paced, individualized Learning					
25. Privides learning experiences for children before, during and following television & films when necessary!					
26. Helps pupils with materials or activities missed during absences(sickness, others)					
27. Arranges for and leads groups of children in choral speaking, singing, for enjoyment and plaasure as well as for specific learning objectives					
28. Assists teachers, pupils in projects--bulletin board, holiday decorations, others class and school wide activities					
29. Helps pupils in the proper use of crayons, scissors, paste, paint etc.					
30. Helps pupils understand teacher's directions					
31. Helps pupils improve their manners and consideration of others					
32. Plans and conducts recess and play time periods into directed and meaningful games and activities					

		Unsatisfactory 0	Below Average 1	Average 2	Above Average 3	Outstanding 4
	supervises free play meaningfully and efficiently					
33.	Guides a group of children on a walk through the neighborhood when appropriate					
34.	Plans for and conducts field trips					
35.	Helps pupils make smooth transition from one activity to another					
36.	Encourage and appreciates children who even when they don't do very well					
37.	Communicates with parents about pupils' successes, as well as failures					
38.	Assists pupils in setting arguments that disturb others					
39.	Listens to pupils tell stories or read stories they have written					
40.	Listens to pupils read					
41.	Acts out stroies with children					
42.	Plans and uses new ideas and innovations, A-V techniques etc. quite often and well					
43.	Prepares daily activity plans carefully and well					
44.	Visits other schools and classrooms					
45.	Participates in parent group meetings; conducts parent conferences through formal and informal visits own initiative					
46.	Consults with other teachers and specialists					
47.	Directs pupils in cleaning up and maintaining a tidy room					

	Unsatisfactory	Below Average	Average	Above Average	Outstanding
48. Can operate media equipment					
49. Supervises pupils during lunch, toilet, water fountain periods					
50. Verifies attendence records					
51. Investigates unusual attendance problems					
52. Can administer routine test, standardized, and informal inventories, checklists; develops own collection use these instruments for various diagnostic purposes.					
53. Files and catalogues materials, supplies					
54. Keeps adequate records of reports, registers					

251

DEPARTMENT OF ELEMENTARY EDUCATION

NORFOLK STATE COLLEGE, NORFOLK, VIRGINIA

COURSE EVALUATION

COURSE TITLE ______________________________

SECTION ______________ SEMESTER ______________

We are as much interested in improving the teaching-learning processes and the resulting learning experiences just as you are. One way to accomplish this is to evaluate the courses which are taught; it is in this regard that we seek your cooperation for evaluation and feedback.

The purpose of this evaluation is to elicit your suggestions, comments and criticisms on various aspects of the course programs so as to make necessary changes and improvements. You are urged to feel free and frank in expressing your opinions. You may or may not write your name.

1. Course Content:	Most appropriate	Appropriate	Inappropriate
a. over all scope	3 3	2	1
b. details of objective	3	2	1
c. Specified Competencies	3	2	1
d. ______ others			
e. ______			

Comments/Suggestions: ______________________________

____

2. Methods of Teaching:	Too Much	Adequate	Too Little
a. Teacher lectures	3	2	1
b Independent Study	3	2	1
c. group discussions	3	2	1

		Too much	adequate	too little
d.	Team projects	3	2	1
e.	Practice in Teaching skills	3	2	1
f.	Practice in Preparing Teaching materials	3	2	1
g.	Freedom of student-teacher interaction (questions):	3	2	1
h.	Provisions for Individual help	3	2	1
i.	________________			

Comments/Suggestions ____

____

____

	3. Evaluation Procedures:	Most Appropriate	Appropriate	Inappropriate
a.	Tests, Exams	3	2	1
b.	Performance emphasis	3	2	1
c.	Related to objectives, competencies	3	2	1
d.	Situation-specific	3	2	1
e.	Explicit and clear	3	2	1
f.	________________	3	2	1
g.	________________	3	2	1

Comments/Suggestions: ____

____

____

	Teaching Materials:	Too Much	Adequate	Too Little
a.	Solely text book	3	2	1
b.	additional books	3	2	1

	Too Much	Adequate	Too Little
c. Library research	3	2	1
d. Periodical Lit.	3	2	1
e. Specific materials suggested for specific purposes	3	2	1
f. Use of A-V materials	3	2	1
g. ______________	3	2	1
h. ______________	3	2	1

Comments/Suggestions: ____

____

____

5. Use of Instructional Modules as:	Most Useful	Useful	Not Useful
a. An aid in Self-directed learning	3	2	1
b. A means of specifying learning objectives	3	2	1
c. A facilitating tool for learning	3	2	1
d. A vehicle for individualizing and self-pacing progress		2	
e. ______________			
f. ______________			

Comments/Suggestions ____

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. Faculty Team teaching:	Very Much	adequate	Very little
a. provides variety Personalities, roles, teaching styles	3	2	1

	Very Much		Adequate	Very Little
b. Affords benefits of teacher specialties, strengths	3	3	2	1
c. Encourages greater teacher preparation and use of A-V materials, techniques	3		2	1
d. Facilitates faster progress through the course program	3		2	1
e. Provides opportunities for students to catch up on missed classes	3		2	1

f. ______________________

g ______________________

Comments/Suggestions: ____

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7. List the things you liked the most about the course:

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8. List the things you liked the least about the course

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9. Any additional comments/suggestions/criticisms ______________________

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